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AUTHOR Marzocchi, Judith
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ABSTRACT

As part of a study of the pros and cons of organizing regional educational service agencies to provide special programs and services involving media technology to groups of local districts that find it difficult to meet such needs when acting independently, a survey of state departments of education was conducted to gather information about education service agencies (ESAs) currently in operation. Four categories of ESAs were identified: (1) permissive--states with specific legislation encouraging local school districts to develop educational service centers on a voluntary basis; (2) mandatory--states with legislation mandating local school districts to form centers and making membership mandatory; (3) mandatory/voluntary--states with legislation mandating the formation of centers but leaving local school district membership voluntary; and (4) no legislation. Within each of these classifications, the history, structure, activities, and funding of ESAs providing services in the area of media technology are described. These descriptions represent ESAs in the following 26 states: Tennessee, Idaho, Wisconsin, Pennsylvania, New York, Illinois, Washington, Iowa, New Jersey, Oklahoma, Michigan, Nebraska, Indiana, Georgia, Missouri, Florida, North Carolina, Arkansas, Texas, Delaware, Hawaii, Alaska, Maine, Louisiana, Oregon, and Minnesota. Four references are included as well as a list of relevant publications from 14 states, and the appendices include maps and other state-provided information, breakdowns of types of ESAs and media technology, a list of equivalent ESA terms, and a copy of the letter/survey form used for the study. (MES)

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EDUCATIONAL SERVICE AGENCIES AND MEDIA TECHNOLOGY
IN THE UNITED STATES

By
Judith Marzocchi

Submitted in partial fulfillment
of the requirements for
an Educational Specialist Degree
in the Department of Education, Purdue University
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Problem Statement

The majority of local school districts and even entire states have concluded that small educational and administrative units are inefficient and incapable of providing equal educational opportunity for all. This is especially true in some local school districts where 95% of the budget goes for salaries of the personnel. Such a small budget does not allow for many of the important educational tools in the field of media technology, nor does it provide financial backing to keep a film library current and up to date. In attempting to meet the needs of children and teachers, states generally found that some type of cost effective measure was necessary.

Methods

The method used for this project was a written survey with a follow-up telephone interview for unreturned surveys. The current names and addresses were obtained for the State Superintendents of Public Instruction. The survey was developed after analysis of the problem and of type of information desired. The surveys were mailed to the attention of the State Superintendents. Most of the Superintendents passed the survey along to the department that oversees media technology.

There were three different letters/surveys. (Appendix D) Survey one consisted of questions to discover the states where ESAs already existed on an entire state level. Survey two questioned the state about the existing ESAs and how they were structured. Survey three asked if the ESAs concept did or did not exist in their state. If there was no response from the state, a follow-up letter was mailed urging survey completion. Only two states did not respond to the second request. Telephone interviews were done to gain 100% coverage. A few of the individual ESAs were contacted by letter in order to gain more precise information concerning their states' answers to the survey. The results are compiled in the following report.

Background

The intermediate school district, a stepping stone between local school districts and the state Department of Education, has been controversial. Some saw it as a boom, others as a bust! When school districts were more numerous and travel was difficult because of poor road conditions and poor transportation vehicles, states were hard pressed to exercise control. They found it difficult to insure that even minimal standards were being met. Therefore around 1920, most states created county school offices to serve as the intermediate agency for channeling information between the state government and the local schools. Local school authorities saw such an office as a threat to their self-rule, and some local authorities were able to effect its abolition. In other states, the county superintendent's office was made more acceptable to local districts by changing the position from appointive to elective. Elections gave the people the feeling that they, rather than the state government, exercised authority.

From the creation of the first intermediate school district in 1829 in Delaware until about 1920, the county superintendent's office was an influential one. Many small or rural districts lacked administrative leadership other than that provided by the county. The role was

considered so important that several developing states west of the Mississippi River wrote provisions for the office into their state constitutions.

After 1920, two separate factors combined to destroy the power at the intermediate level. The first and most important factor was the expansion of services within city school districts to the point where the county had little extra to offer. As this occurred, large local districts demanded and received independence. In time, autonomy became a status symbol achieved by an ever-increasing number of local school systems. Many county superintendents found themselves dealing only with rural and small-school education.

The second factor which further eroded the influence of the county school administrator was the construction of good roads and the wide-spread use of school buses. A close relationship between the state and the local districts became easier, and small school systems were encouraged to form consolidated districts offering an expanded high school education. With the pooling of resources, the consolidated school districts also found less need for county services and moved into a more independent status.

The traditional role of the Intermediate District seemed no longer adequate for modern times. Local

districts appeared not to need leadership from the county superintendent. They seemed to know what to do, the problem was how to accomplish it.

How could they provide necessary services for handicapped children -- whether talented or learning disable?

How could they provide expensive films and projectors for teachers demanding media?

How could they provide research reports without skilled professional help?

How could they provide inservice education for teachers?

How could they provide expensive vocational and technical education equipment and instruction?

How could they provide closed-circuit educational television?

How could they provide data-processing services requiring expensive computers?

How could they develop experimental curricular and instructional programs requiring highly specialized consultant help?

It became obvious that few local districts had the financial resources or personnel to implement such programs on their own. Cooperative efforts became a necessity. The county system, originally designed for

purposes of administration and control, was supplanted in most states by a system which stressed services.

Most states have combined small districts into larger ones to cut operating costs and to make administration more efficient. Currently, every state except Hawaii has transferred some of its control over public education and support services to local school districts. Under the rules set by the state, a school district is responsible for running the local public schools, from hiring teachers and constructing buildings to planning courses of study. Each state government determines the number and composition of school districts in the state. Some large districts may include all of a county. Other districts are much smaller and may include only a rural township or community. The number of school districts in the United States has decreased rapidly since 1945. In the past, almost all the money needed to support the public schools came from local property taxes. But increased enrollments, higher salaries for teachers, and inflation have caused a sharp rise in costs. In 1960, public elementary and secondary education in the United States cost taxpayers a little over \$15 billion. By the late 1970's, the annual cost had soared to about \$83 billion. As a result, most school districts needed more money than property taxes alone could provide. But even with increased state and federal aid, many school districts

faced grave financial difficulties.

Over the past thirty years, thousands of school systems have joined forces in twos, or threes, or dozens to provide a variety of services for their pupils. Some are cooperatives created for a single purpose such as provision of vocational-technical training or special education. Others are rather sophisticated organizations offering everything from inservice education for teachers to mass purchasing capability and data processing.

Cost cutting consolidation is an option for local districts in providing high quality media technology. School systems looking for the best consolidation system have many models from which to choose. The models of consolidation of services uses the term "Educational Service Agency" in the ERIC data base of information.

The existing Educational Service Agencies in the United States can be grouped into four categories;

1) Permissive (those states with specific legislation encouraging local school district in the development of educational service centers on a voluntary basis)

2) Mandatory (those states with legislation mandating the local school districts to form centers and also making membership mandatory)

3) Mandatory / Voluntary (those states with legislation mandating the formation of centers, but which leaves local school district membership voluntary)

4) No legislation (those states without legislation regarding the formation of educational service centers)

The first statewide system of educational service centers occurred in New York in 1948. New York enacted legislation to permit the establishment of Boards of Cooperative Educational Services (BOCES) to provide shared services as requested by school districts in a common geographic area. On July 29, 1948, the first cooperative boards were officially approved by the state Commissioner of Education.

The cooperative board placed an emphasis on service rather than administrative and regulatory functions. Administrative control was moved to the local level. This permitted a broad range of services, but these services were requested by and not forced upon the local districts.

Local school districts in New York were quick to see the advantages of BOCES organization. The original four BOCES created in 1948 were soon joined by others, ultimately increasing to a network of 90 BOCES centers in New York. However, the 90 centers soon learned that maximum efficiency and cost effectiveness could not be achieved without a minimum pupil base. Therefore, consolidations were made leading to the present 41 operational BOCES.

Each BOCES is legally entitled to administer its own affairs but has little authority and no taxing power. Each BOCES budget is composed of two parts: administration and service. The administrative budget is funded by all districts on a pro rata basis. The membership must use one of two systems to proportion their contributions: 1) enrollment computed by means of weighted average daily attendance, or 2) valuation in which each district's ratio is computed based on total valuation of all member districts. To insure a steady flow of operating funds, payments of administrative costs are mandatory. Once a district has joined a BOCES, it may not withdraw and is required to annually pay its share of costs as determined in the administrative budget. The program and service costs are funded through the purchase of services by school districts on a purely voluntary basis. They pay only for those services the school district wants.

A comprehensive program of services is offered and achieved through the cooperative effort. These services include vocation education, special education, a cultural arts center, inservice training for teachers, consultants for curriculum development, and media technology.

The scope of this paper is limited to cooperatives which provide services in the area of media technology. Media technology is a growing field in education. Media technology includes the traditional areas of 16mm films,

audio visual production equipment and equipment repair, computer software previews, group purchasing discounts, and specialized repair centers for computers. The field of media technology has grown into educational television broadcasting capabilities. Many of these services have become impossible for the local districts to provide because costs are increasing dramatically. Many of the local districts are hard pressed to keep an up-to-date film collection or to provide video duplication equipment for the advancing growth in video usage in the classroom.

Permissive

Permissive organization of educational service centers means that specific legislation in the state encourages the development of educational service centers on a voluntary basis. New York provided an early example of permissive legislation, but New York evolved to the more structured mandatory organization in the late 1970's.

Tennessee

Tennessee is another example of permissive organization in educational service centers. Tennessee's State Department of Public Instruction does not have records or statistics about any of the ESAs in their state. The centers are on the district level, but they are funded locally. There is no reporting to the State. In 1970, Tennessee established permissive legislation to encourage the development of educational service centers. The legislation was careful to leave responsibility for conventional services in under local control; school systems were urged to seek means for providing better service at lower costs. The state does not provide funding. In 1976, Harold S. Davis, Commissioner on the Committee studying Educational Service Agencies for Connecticut, reported that "there were four ESAs in the

state: The Clinch-Powell Educational Cooperative, The Upper East Tennessee Educational Cooperative, the Little Tennessee Valley Educational Cooperative, and the Tennessee Appalachia Educational Cooperative." (Davis. 1976) But, the Director of Library Services in the Department of Education, Betty Latture, when answering the survey did not mention these four cooperatives existing in the state. Either the state is incorrect or the cooperatives have gone out of existence.

Idaho

Idaho does provide for Regional Cooperative Service Agencies to collectively meet the needs of school districts on a voluntary basis. There is only one Regional Coop Service Agency in Idaho at this time. School districts that form cooperative service agencies have generally banded together for the purpose of providing specific educational programs such as special education or vocation education, and Idaho's service focuses on special education.

Mandatory

Wisconsin

The Wisconsin design is a model of the mandatory approach, which means that the state has legislation mandating the formation of the centers and membership in the service centers is mandatory. Although the CESAs (Cooperative Educational Service Agencies) of Wisconsin borrowed freely from the BOCES concept, many differences exist. In Wisconsin, a study committee, appointed by the State Superintendent of Public Instruction in 1961, made recommendations to the legislature in 1963 that CESAs be formed to help local districts cooperatively provide special education services. The committee further recommended that all districts be included in a specific agency and that each CESA should have a minimum enrollment of 25,000 pupils and a radius of 60 miles. The task of refining these recommendations was given to a state Cooperative Educational Service Committee of 18 persons representing the Department of Public Instruction, the University of Wisconsin, various educational and municipal groups, citizens at large, and the legislature. The "Committee of 18" defined service areas, developed plans for the agencies, and conducted public hearings. On July 1, 1965, 19 CESAs officially replaced the 54 county

superintendencies. The mandate was for service rather than control. The basic assumption was that a complete educational program could not be supplied through independent district efforts. Therefore, a coordinating regional office was a necessity. This forced local districts into a position where they had to think in broader terms than their own local school district's problems. At the same time, recognizing that local districts jealously guard their autonomy, the CESAs were designed having no taxing power and no jurisdictional responsibility over school districts. Therefore, the CESA is not an arm of the Department of the Public Instruction and serves merely as liaison between local districts and the state. Subsequently, the 1983 legislative session reorganized the CESAs into 12 regional units. CESAs are a statewide educational delivery system for the public school districts.

Pennsylvania

Pennsylvania has legislation of the same type as Wisconsin where every county is assigned to an Intermediate Unit (IU). Pennsylvania uses the term of "intermediate unit" to mean the same as ESAs. Pennsylvania has 29 Intermediate Units and has also formed

the Pennsylvania Educational Purchase Program for Microcomputers (PEPPM), which has been successful in cost effectiveness. The school corporations and the local state companies participating in PEPPM 1985 reported sales and savings. In Pennsylvania, just short of \$20.0 million in purchases of microcomputers were made by the state's public-school districts, Area Vocation Technical Services (AVTS) units, intermediate units, Pennsylvania Higher Educational Administrative Agency (PHEAA) and its RCRC satellities, and approved private schools. Saving realized were almost \$7.9 million, or 40 percent, according to a memorandum sent to the Director of the Bureau of Information Systems.

Illinois

Illinois has developed Rules and Regulations for the governance of the Educational Service Centers that went into effect August 1, 1985. Illinois has developed eighteen Centers with total coverage of the state. The required services included education of gifted children; computer technology; mathematic, science, and reading services; staff development; electronic transmission of data; education for economic security; and the Illinois Administrators' Academy.

Washington

Washington has nine Educational Service Districts (ESD) serving all public school districts and approved private schools in the state. The ESDs act as a liaison between the Office of the State Superintendent of Public Instruction and local schools. Historically speaking, ESDs were created by the legislature in 1969 to replace 39 county superintendent offices in an effort to provide a more equitable and cost-effective distribution of funds and services to local schools.

ESD with more than 50,000 students receive

- 33.3% state general fund money
- 33.3% district basic education money
- 33.3% district discretionary fund money

ESD with less than 50,000 students receive

- 50% state general fund money
- 25% district basic education money
- 25% district discretionary money

The intent of the ESD Core Service Act of 1977 was to establish educational service districts as regional agencies with three primary purpose:

- 1) Provide cooperative and informational services to local school districts
- 2) Provide services to school districts to assure equal educational opportunities
- 3) Assist the Superintendent of Public Instruction and the State Board of Education in the performance of their respective statutory or constitutional duties.

To comply with these purposes, Educational Service Districts are required to, but not limited to, provide the following basic core services:

- 1) ESD administration and facilities
- 2) Cooperative administrative services
- 3) Personnel services
- 4) Learning resources services
- 5) Cooperative curriculum services
- 6) Special needs of local education agencies

The Educational Service Districts (ESD) have helped local districts save money or avoid costs amounting to \$23,431,567 per year. (Association of Educational Service Districts. 1983) This figure does not reflect any of the savings where specific dollars could not be identified. ESDs are able to offer cost effective programs to local districts because of the Core Services.

Iowa

According to the pamphlet titled Partners in Education (n.d.) stated, "An Area Education Agency (AEA) system placed Iowa among the nation's leaders in establishing regional, intermediate educational service units". Iowa's agencies have both regulatory and service roles, but the vast majority of their responsibilities are service-related. Iowa's area education agencies have no taxing authority. Instead, the law provides for legislatively-controlled amounts of property tax and state aid to "flow through" local school district budgets to the AEAs. Revenue comes directly to the AEA's from the state comptroller, but the amount appears in the budget of each district.

In addition, AEA's receive state and federal grants for specific projects. They also provide some services on a contract basis for which tuition and fees may be assessed, such as the costs of special educational instructional programs and the instructional costs of children in juvenile homes. The basic property tax and state aid flow-through, or controlled funding, is simply a set dollar amount multiplied by the number of students in each local school. Each of the AEA's three divisions (Educational Services, Special Education, and Media Services), has its own per-pupil rate, which varies slightly among the AEA's.

New Jersey

New Jersey has Learning Resource Centers (LRC) which are a statewide network that offers information, materials circulation, consultation, and production services to educators. The LRCs maintain and loan an extensive collection of professional books, in-service training resources, 16mm films and instructional audio-visual materials to support all areas of the curriculum. Learning Resource Center staff provide regional in-service workshops, training institutes, statewide conferences, consultations and technical assistance to teachers and administrators of educationally handicapped pupils. Production services include laminating, transparency making, spirit duplication, button making and photocopying. A reference collection of computer software is maintained for preview purposes. Bibliographies and other resource reports are compiled, and information retrieval services are provided to assist members in locating information and materials.

Oklahoma

The Oklahoma State Department of Education sponsors twenty Regional Education Service Centers, thus making services available to all areas of the state. The RESC

were authorized by the Oklahoma Legislature in Senate Bill 581 of 1974 and Senate Bill 704 of 1976. All RESCs maintain a media library as a lending service. The State Department of Education Centers provide the services mandated by the law and the State Board of Education. Professional assistance in such areas as student appraisal, interagency conferences, inservice programs, learning theories, and research findings, is offered to local school districts in a variety of efforts, these services include:

1. Student Appraisal
2. Media
3. Individual Learning Plans
4. Staff Development
5. Coordination of Education Services

Michigan

The legislation that led to the creation of Michigan's Regional Educational Media Centers (REMC) in 1970 Public Act 55 placed the burden of leadership with the public and private schools at the local level. As each of Michigan's twenty-two centers came into existence, they were shaped by Advisory Councils representing the school districts which a REMC served. The fact that the

Regional Media concept has become such an integral part of local school district operation is due both to the local educators as well as the state-level planners.

Mandatory - Voluntary System

Nebraska

In contrast to New York's permissive legislation and Wisconsin's mandatory approach, the state of Nebraska in 1965 adopted what might be called a "mandatory - voluntary" system of educational service centers. The establishment of centers to serve every school district in the state was mandated by law. But, membership in a center was voluntary for each county school district.

In Nebraska, nineteen Educational Service units (ESUs) were created in 1965 through Legislative Bill 301 to provide supplementary educational services for local school systems. Because the purpose was service, control functions remained in the hands of county superintendents. The county was still the official intermediate level.

Although each county in the state was geographically placed in a service unit based on its student population and area, each was given authority to vote for exclusion. In the election of November, 1966, 18 counties voted to exclude themselves from an ESU. In 1969, the voluntary provision was repealed, but the grandfather clause remains in effect. A further modification of the law in 1972 allowed the larger city districts to form their own ESUs. The school districts of Lincoln and Omaha have done so and

were designated as ESUs 18 and 19. To date, Nebraska has 19 ESUs but only partial coverage of the state because of the grandfather clause in the law.

Under these liberal guidelines, a variety of services is being offered by the 19 ESUs. Although no two are identical, all provide special education, media, health services and inservice education. Some ESUs also offer computer services, cooperative purchasing, and consultant help for curriculum improvement.

Each ESU defines its own objectives, its own responsibilities, and its own course of action. The efficiency of the delivery and quantity of service is very dependent upon numbers of pupils served and the geographic area covered. The ESUs are not in any line or staff relationship with the State Department of Education since no chain of authority between the two was established in legislation. The ESU is not an intermediate level in any sense because the county superintendent still has that control function.

Indiana

In 1976, the Indiana General Assembly passed the Senate-Enrolled Act No. 264 authorizing the State Board of Education "to provide for the operation of Educational

Service Centers." Although the legislation mandates that the service centers shall be located throughout the state so every school may have an opportunity to participate, it is clearly stated that such participation is voluntary. In 1978, the Indiana Board of Education created the current operational and organizational structure for the Educational Service Centers. By school year 1985-86, six ESC were offering services in sixty-three of Indiana's ninety-two counties. Each center has a director, and each is governed by a board composed of representatives from participating school corporations. The primary sources of funding for the centers include fees paid by participating corporations, federal programs and appropriations by the Indiana General Assembly.

South Dakota, New Hampshire, Ohio and Maryland are also examples of states that have enacted legislation for the development of ESAs with voluntary memberships. These states have only partial coverage and are states covered by this type of legislation.

Georgia

Georgia's statewide Cooperative Educational Service Agency (CESA) network is a well-established educational

program serving needs of school systems which cannot afford the cost of supplemental services on their own. The concept started in 1966 with four small, shared service projects covering 20 school systems. In 1972, Senate Bill 528 was passed so every school system could have the opportunity for a CESA to be developed in each of the eighteen Planning and Development Commission Regions. The state network is now made up of sixteen CESAs serving 172 of the 187 school systems. Fifteen non-participating school systems have chosen to provide such services with their own staff. The State Board of Education grants financing for the CESAs of not less than \$134,000 each for basic operating expenses. All other financing is based on contracts to supply service programs to member school systems. The funds for these programs, based upon a contract approval, may be derived from local, state, federal, or private sources. The services offered by the CESAs vary in the range and extensiveness of services offered. The charts in Appendices A-2 through A-4 illustrate the wide range of services offered. All CESAs but one provide a range of media technology. All local school systems located within a service area may become a member of the CESA serving that area, but a local school system shall not be considered a member of the CESA service programs unless it participates in one or more of the CESA's service programs or plans to participate in one

or more programs in the near future.

Louisiana

Louisiana has eight legislatively-funded regional agencies. These agencies are autonomous entities governed by a local board composed of the city superintendents served. One of the service centers is called a Professional Development Center because it specializes in professional improvement for educators which includes two areas of media technology.

1.Louisiana's Professional Development Centers have many educational materials and products available to the local school districts. The Regional Film Library and the Professional Library/Workroom provide a variety of effective resources. Services include sharing of materials/products, research services, compensatory/remedial programs, media services, computer search services, competency testing materials, a film library, and the professional library.

2.The staff development area of the Professional Development Center includes media technology services of computer training and the teacher workroom.

Oregon

Oregon has a network of Educational Service Districts. For the most part, each of the 36 counties has its own ESD. Twenty of the ESD have film, video libraries, repair services, and other AV services. Financing of the ESD operations is by resolution, which means that the local school district superintendents vote on what services they want and pay for it from their local budget. ESDs are not strongly supported by tax money. In those counties where the schools can not cooperate, the ESDs are nearly non-functional. In other counties, the ESDs have extensive services including special education classes, curriculum development, computer instruction, cable TV, and collective purchasing.

Minnesota

In February of 1976, a bill in Minnesota was enacted to authorize the establishment of nine regional units to be called Educational Cooperative Service Units (ECSU). Public school districts of the state have full membership. All memberships are voluntary except in one region. In Region Eleven the school districts must participate in planning and research functions. In 1967-1968, several regions of the state formed Educational Research and Development Councils (ERDC's) to meet common needs in a cost-efficient manner. The ERDC's were funded through

federal ESEA Title III funds. With the exception of mandated planning services of the Metropolitan ECSU (Region Eleven), all programs and services provided by ESCUs are initiated and operated at the request of member districts. The special units provided in Region Eleven are the Center of Educational Excellence, Staff Development Network, The Gifted Center, Metropolitan Principal's Academy, Carver-Scott Satellite Project, Futures Planning, and Annual Finance Study. Financial support for the ESCU programs and services is provided by participating local school districts. Private, state, and federal support may financially supplement programs. The state appropriations for the fiscal year 1985-86 were \$65,390 per ESCU. The charts for Minnesota (Appendices A-11 through A-14) provide a detailed overview of services, funding and geographical areas.

North Carolina

North Carolina's Regional Education Centers (REC) came out of recommendations made by the Governor's Study Commission of the Public School System on North Carolina in 1968. The creation of each center brought about the establishment of only two new positions in each center, the regional director and a secretary. All other positions located in the centers came from

decentralization of the Raleigh-based operational divisions of the state education agency in response to a clearly felt need that agency personnel be located closer to the people served.

Arkansas

On March 14, 1985, Arkansas signed into law Act 349 which provided for "the establishment of not more than fifteen voluntary educational service cooperatives designed to provide shared services to the local school districts of Arkansas in order that they may improve their school programs and meet accreditations standards." Act 349 further required that ESC "shall be established when seventy-five percent (75%) of the local school districts in a proposed cooperative area request such action by formal school board resolution filed with the Director of Education, General Division."

Section 18 of Act 349 requires that the "State shall provide funds to support the basic structure of the Educational Service Cooperatives established under the provisions of this Act." The intent of the legislation is that Educational Service Cooperatives continue to assess the needs of the local schools they serve and respond to those needs in effective ways. Media services, though not required, are encouraged to be

offered. Base funding may be used for media services, or districts may assess themselves for media services through the cooperative. If local assessments are used for media, that amount may be counted toward the districts' expenditure requirements for media materials.

Texas

Regional education service centers, as provided by law, are located throughout Texas so that each school district has the opportunity to be served and to participate in an approved center on a voluntary basis. Twenty regions are located throughout the state to provide educational services. Media technology is one of the required services of regional service centers in Texas. The State Board's goals for the media area are: (1) to provide and maintain a comprehensive collection of instructional resources with a delivery system which will provide optimum use and availability, (2) to facilitate dissemination of instructional resources by providing a system for lawful duplication of software, (3) to maintain a system for evaluation and acquisition of instructional resources and related equipment, (4) to provide technical and consultative assistance in the proper implementation and utilization of instructional technologies, and (5) to provide assistance to local educational agencies in

securing other services or products related to media and technology such as equipment repair, graphics, teaching materials center, and instructional telecommunications. The funding for the media area comes from the state designated purpose fund source, matching funds from school districts, and other contracted funds through local educational agencies.

No Legislation

ESAs are not in all states. Alabama, Arizona, Kentucky, Mississippi, Montana, Nevada, New Mexico, North Dakota, Vermont, and Virginia do not have educational service agencies. In some cases this is a result of negative decisions after long and careful considerations and in other cases a matter of local districts not yet being ready. But, that does not mean that media technology is not being used in those states. It only means that cooperative sharing of services has not taken place. The individual school districts take care of their own services in the best way possible, or the State Department of Public Instruction provides the services.

Despite the lack of legislation, a number of states have interesting service center operations that could provide prototypes for statewide networks in the future.

Delaware

Delaware, which is very small and compact, has an unique organization for media technology services. Delaware does not have ESAs, but they have a number of services that match ESAs. The State Treasurer is treasurer for all 19 school districts. Thus, all accounting and disbursements of funds are handled through

the state. Each school district is connected electronically to the state's computer to handle all financial accounting. Delaware also has two computers and a statewide communication network owned and operated by the State Board of Education to provide educational computing services. The State Board of Education also maintains a state film library which provides films to all public and some private schools. The office which operates the computing network also acts as a clearinghouse for software selection and has saved the school districts considerable money by buying microcomputer software in volume. Delaware has also made some consolidated large-scale purchases of microcomputers and peripherals through the State Board of Education.

Hawaii

Hawaii, which has only one school district, operates a highly centralized system of education. Each of its seven local districts is an administrative unit of the state education agency with each district superintendent appointed by, and directly responsible to, the State Superintendent of Education. Quite naturally, under such a system Hawaii provides supplementary programs and services centrally. No network of ESCs exists nor is such a network being planned.

Alaska

In contrast to all the other states, Alaska has a single ESA limited to special education which covers a small number of districts. It does not provide services in the area of media technology. In Alaska, the Department of Education provides media technology services on a statewide basis. There is an electronic network system for the whole state because there are many very remote areas in the state.

Maine

Maine is another state that has no legislation governing the establishment of ESAs. Maine has six ESAs. One of the ESAs is administered regionally through contributions based upon enrollment from the participating schools in that region. The regional media center provides the services of a film library and equipment repair. Another ESA is administered through a "quasi-private" unit from contributions based upon the statewide enrollment from participating schools. This ESA unit provides microcomputer related services to schools. The remaining four ESAs are administered through the State Library. The Maine State Library

provides SCOOP, a book purchasing cooperative for schools and public libraries; the Bindery Coop, hardcover book binding cooperatives; Educational Video Services and Information Exchange; and Maine Resource Bank, which includes computer search services for teachers on a statewide basis. Five of Maine's ESAs provide total coverage of services to the state.

Missouri

Missouri is one of the many states that have only partial coverage of the state with the services of an ESA. Missouri has no legislation for the guidelines of an ESA concept. One of the ESAs is called "Cooperating School Districts". This ESA claims that the Cooperating School District of St. Louis founded in 1931 is the oldest cooperative in the United States. The Coop is now one of the largest in the country with over 25,000 programs available to schools for direct instruction. The primary role of the AV Department in the St. Louis Coop is to support the instructional programs of its member school districts by providing curriculum-correlated educational programming on every approved subject taught in the state of Missouri. During the 1980-81 school year, 283,083 film and videocassettes programs were delivered to member school districts. The CSD cost per item shipped was \$2.50

- far below the reported national average of \$19.00 per item. The CSD collection serves the instructional needs of approximately 200,000 pupils in four counties of metropolitan St. Louis.

Florida

The state of Florida has no legislation covering ESC but has passed a Teacher Center Act, which encourages consortium-centered teacher training programs. Florida has several ESAs which service only a few areas of the state, but the centers have developed in areas where specific need has arisen, or where a cooperative effort among districts brought about the development. Several districts receive computer services through consortiums. These consortiums provide mainframe computer operations from one centralized location, and they share common software and computer processing with participating districts. These ESAs do not report to the Department of Education. They report only to the participating schools.

Wyoming, Rhode Island, and South Carolina have been grouped together because they do have ESAs, but these states do not provide the services of media technology. The three ESAs in Wyoming (permissive organization) provide special education and related services to handicapped children placed in residential education facilities. Rhode Island (permissive organization) also has a collaborative network of ten ESAs for special education. This state is extremely interested in planning a collaborative for transportation and distant learning using cable TV. But as of this report, Rhode Island is only providing special education in an ESA concept. An Act was introduced in the January 1986 session of the State Legislature to develop a Regional Center collaborative in northern Rhode Island where the services would be greatly expanded to include media technology. Also, \$50,000 would be appropriated to carry out the purpose. The proposal would take effect upon passage.

Following passage of the Federal Title III ESEA in 1965, the South Carolina State Department of Education established six regional planning centers with boards of control composed of district superintendents of school. Within each region, local school districts cooperated in preparing project proposals for submission to the U.S. Office of Education.

When funding shifted from the Office of Education to State Department control, the Title III concept also shifted from an emphasis of "Supplementary Centers and Services" to "Innovative Projects." Subsequently, in South Carolina, all but two of the centers were discontinued. South Carolina (no Legislation) basically operates "regional offices" for some vocational education services and instructional television, but the emphasis is on vocational education, not media technology.

Conclusion

The process of change from intermediate units to ESAs has been one of evolution rather than of revolution. Most local districts jealously guard their autonomy and resent intrusions. The local districts are willing to pay for advice and service when they see can tangible results. Educational service centers have to prove themselves in the states. Their form varies, but their dedication to service is a common goal.

By pooling the resources available for media technology from shrinking budgets and funds, ESAs have demonstrated cost effective techniques by gaining purchasing discounts, by centralizing repair operations, with computer time sharing, and by bulk ordering. With regional ESAs there is less possibility of duplication of unnecessary costs. This saves the local school corporations money which can be channeled into other programs. The bottom line at the present time is how to use the money to the best possible advantage for the students and how to get the best possible services with the money available. Accountability is the focus; if the program is not producing tangible, factual results, the program will be in jeopardy of losing its funding.

The results of this survey show that states have chosen mandatory/voluntary legislation for the ESAS as the

preferred status. (See appendices B-1 through B-4, note that thirty per cent of states have chosen mandatory/voluntary legislation). The legislation generally consists of stated goals, guidelines, job descriptions for staffing, methods of funding, and regional district boundaries based on the student population distribution. All the precise details are in writing, and the state legislature has agreed to the guidelines and passed the law. Therefore, the state has institutionalized the concept into the area of education. Once a concept has been institutionalized into a field of thinking, it is extremely hard to discontinue the program because the laws need to be changed. Usually, in order to do this, great dramatic reasons need to be presented for the change.

This study is based on the information received from the surveys, the brochures, and the printed materials that the states returned. The brochures and printed material do have an underlying bias built into the information. The printed information is the public relations presentation for the ESAs of the individual states. The ESAs would naturally want to enhance the public's image of the services that the ESAs provide to the funding agents in the state. The more exposure by letters, brochures, and other forms of public relations that the individual schools receive about the ESAs and the services that they

offer, the more money the ESAs can request for funding assistance. So, the reader of this report needs to keep this idea of bias information in mind.

Each center is attempting to fill a need, and their forms of structure do vary, but most are successfully serving their area by providing services and resources for quality education.

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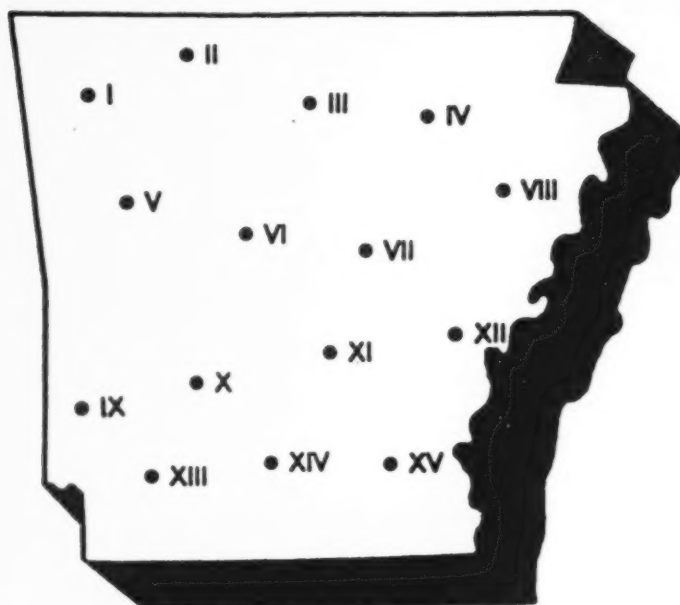
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Appendix A



EDUCATION SERVICE COOPERATIVE REGIONS

- I. SPRINGDALE (Washington County)
- II. HARRISON (Boone County)
- III. MELBOURNE (Izard County)
- IV. STRAWBERRY (Lawrence County)
- V. BRANCH (Franklin County)
- VI. MORRILTON (Conway County)
- VII. BEEBE (White County)
- VIII. HARRISBURG (Poinsett County)
- IX. DEQUEEN (Sevier County)
- X. ARKADELPHIA (Clark County)
- XI. PINE BLUFF (Jefferson County)
- XII. WEST HELENA (Phillips County)
- XIII. HOPE (Hempstead County)
- XIV. CAMDEN (Ouachita County)
- XV. MONTICELLO (Drew County)

CESA DISTRICTS

Georgia

NORTH GEORGIA CESA
Jack Holcomb, Director
Ellijay, GA.

Northwest Ga. CESA
Charles Florida, Director
Rome, GA.

METRO CESA
Charles Thompson, Director
Atlanta, GA.

GRIFFIN CESA
R. E. Flanders, Director
Griffin, GA.

WEST GEORGIA CESA
Dr. Glenn Keebler, Director
Grantville, GA.

MIDDLE GEORGIA CESA
Eugene Sheets, Director
Fort Valley, GA.

CHATTAHOOCHEE-FLINT CESA
Fred Alford, Director
Americus, GA.

SOUTHWEST GEORGIA CESA
Boyd Israel, Director
Leary, GA.

PIONEER CESA
Charles Allen, Director
Cleveland, GA.

NORTHEAST GEORGIA CESA
Lyndol Cain, Director
Winterville, GA.

CENTRAL SAVANNAH RIVER AREA CESA
Etta Wilcher, Director
Thomson, GA.

OCONEE CESA
Tommy Lee, Director
Sandersville, GA.

FIRST DISTRICT CESA
nman Davis, Director
Statesboro, GA.

HEART OF GEORGIA
Benny Wade, Director
Eastman, GA.

COASTAL PLAINS CESA
Cary Moore, Director
Valdosta, GA.

OKEFENOKEE CESA
A. L. Woodard, Director
Waycross, GA.

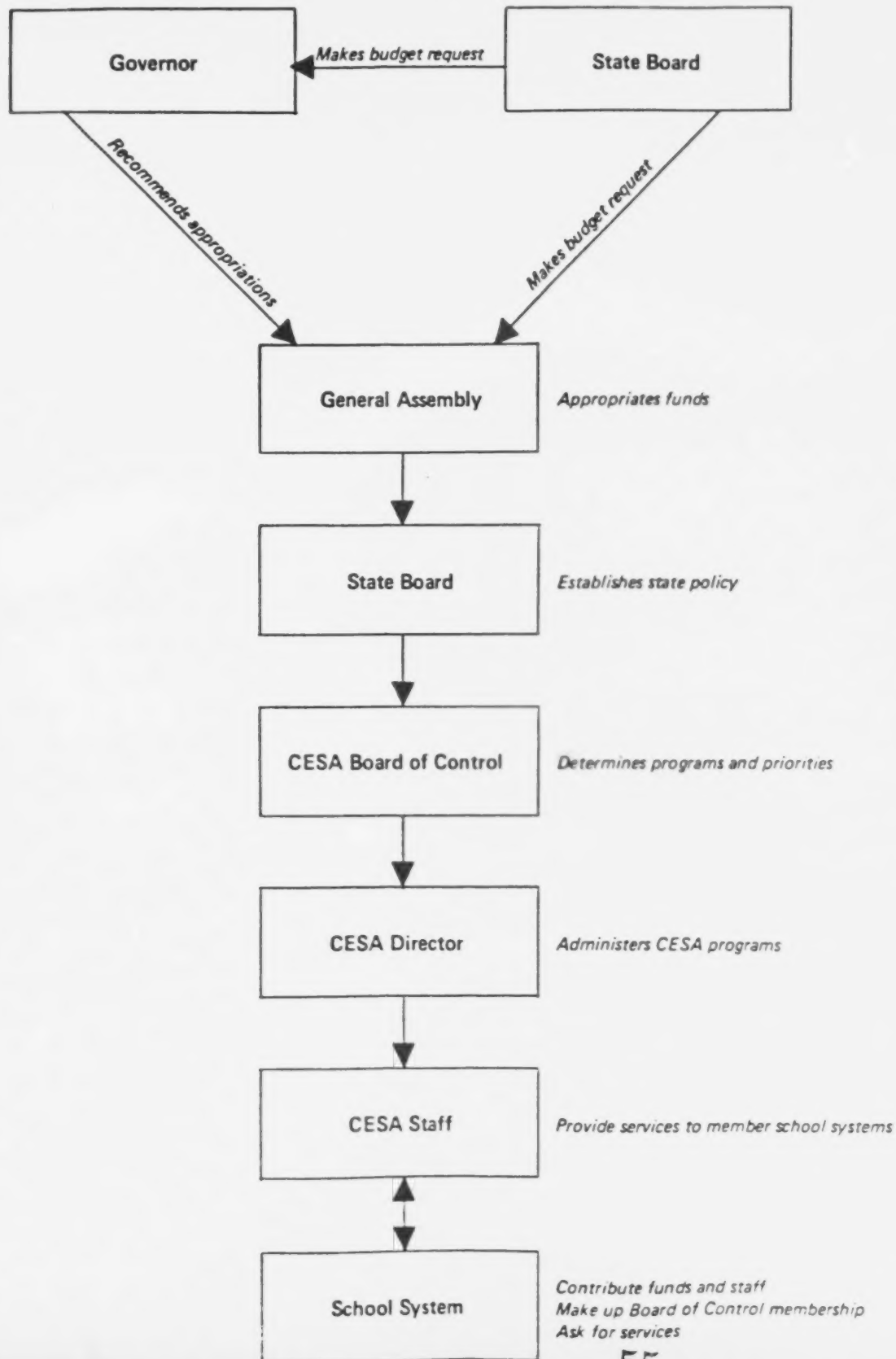
There are 172 participating school systems in the 16 CESAs shown above.
These systems have a projected ADA of 835,722.

AREAS OF SERVICE

NAME OF CESA	PROGRAM AND STAFF DEVELOPMENT																			STUDENT INSTRUCTION		TECHNICAL SERVICES									
	GENERALIST	STAFF DEVELOPMENT BEGINNING TEACHER	SPECIAL EDUCATION COORDINATION	LIBRARY MEDIA	COMPUTER MANAGEMENT INSTRUCTION	COMPUTER LITERACY TRAINING	REGIONAL ASSESSMENT CENTER	RECORDS MANAGEMENT	RESEARCH	MICROFILM SERVICE	FEDERAL PROJECT COORDINATION	PROJECT WRITER	ART	EARLY CHILDHOOD	HEALTH & PHYSICAL EDUCATION	LANGUAGE ARTS/READING	MATHEMATICS	SCIENCE	SOCIAL SCIENCE	MUSIC	VOCATIONAL & CAREER EDUCATION	PUPIL PERSONNEL	GLRS/CHILD SERVE	PSYCHOEDUCATIONAL CENTER	SPECIAL EDUCATION CLASSES	PRINTING	BUSINESS MACHINE REPAIRS	COMPUTER REPAIR	COPIER REPAIR	A/V EQUIPMENT REPAIR	COOPERATIVE PURCHASING
CENTRAL SAVANNAH RIVER AREA	X	X			X	X	X	X						X		X	X	X			X			X			X	X	X		
CHATTAHOOCHEE-FLINT CESA		X	X				X							X		X	X	X				X					X				
COASTAL PLAINS CESA		X				X	X	X					X			X	X	X	X				X				X	X	X	X	
FIRST DISTRICT CESA		X	X		X	X	X	X	X							X	X	X				X	X	X	X	X	X	X	X	X	X
GRIFFIN CESA	X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X		X			X	X	X	X
HEART OF GEORGIA CESA	X	X		X		X	X	X	X	X	X	X				X	X	X	X			X			X	X					
METRO CESA	X				X	X	X	X	X																						
MIDDLE GEORGIA CESA	X	X	X			X		X	X	X			X			X	X					X			X		X				X
NORTH GEORGIA CESA	X	X		X	X	X	X	X	X	X	X	X				X	X	X			X		X		X	X	X	X	X	X	X
NORTHEAST GEORGIA CESA	X	X	X		X	X	X	X	X	X		X	X	X		X	X	X	X			X	X	X	X						
NORTHWEST GEORGIA CESA		X	X	X	X	X	X	X	X		X	X			X	X	X	X				X	X	X			X	X			
OCONEE CESA		X	X	X	X	X		X								X	X	X	X				X				X	X	X	X	X
OKEFENOKEE CESA	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X				X	X		
PIONEER CESA	X	X	X	X	X	X	X	X			X	X			X	X	X	X	X		X	X	X	X	X			X	X	X	X
SOUTHWEST GEORGIA CESA	X	X			X	X	X	X			X	X		X		X	X			X								X	X	X	X
WEST GEORGIA CESA		X			X	X	X	X	X	X	X	X				X	X			X			X					X	X		

Georgia

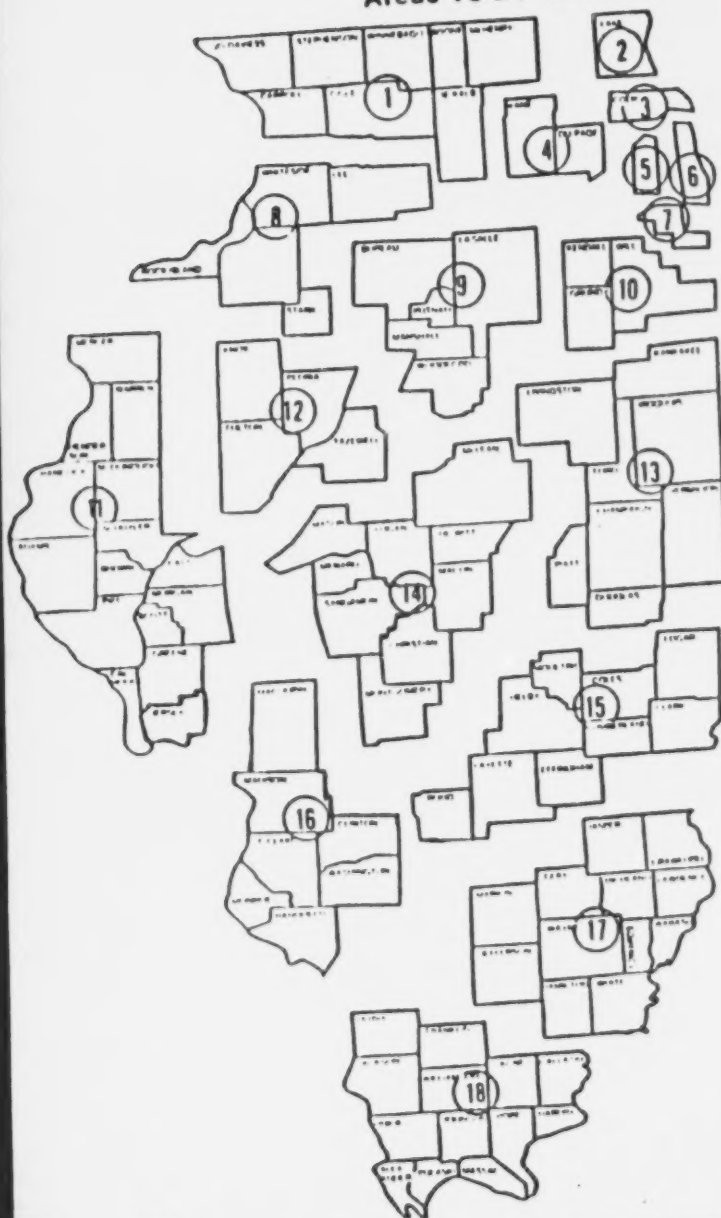
Georgia's CESA Operation



EDUCATIONAL SERVICE CENTERS

Administrative Agents

Areas To Be Served



Educational Service Center 1
The Honorable Blanche Martin
Regional Superintendent
Courthouse, Room 712
Rockford, IL 61101
815/987-3060

Educational Service Center 2
The Honorable William Thompson
Regional Superintendent
Room A-904, County Building
Waukegan, IL 60085
312/689-6313

Educational Service Center 3
Dr. William Attea
Community Consolidated Dist. #34
1401 Greenwood Road
Glenview, IL 60025
312/998-5000

Educational Service Center 4
The Honorable Berardo J. Desimone
Regional Superintendent
421 County Farm Road, Box 500
Wheaton, IL 60187
312/682-7150

Educational Service Center 5
Dr. Lawrence Stoneburner
Elmwood Park Comm. Dist. #401
8201 West Fullerton Avenue
Elmwood Park, IL 60635
312/452-7272

Educational Service Center 6
Dr. McNair Grant
Chicago Board of Education
1819 West Pershing 6E(S)
Chicago, IL 60609
312/890-8000

Educational Service Center 7
Dr. Edward J. Rachford
Homewood Flossmoor C.H.S.
Dist. #233
999 Kedzie Avenue
Flossmoor, IL 60422
312/799-3073

Educational Service Center 8
The Honorable Phillip Holt
Regional Superintendent
Courthouse
Morrison, IL 61270
815/772-7201

Educational Service Center 9
The Honorable Joe Mini
Regional Superintendent
119 West Madison, Room 102
Ottawa, IL 61350
815/434-0780

Educational Service Center 10
The Honorable Richard Krase
Regional Superintendent
Courthouse, Room 29
Morris, IL 60450
815/942-9024, ext. 247

Educational Service Center 11
The Honorable Jack Pickard
Regional Superintendent
Box 556
Macomb, IL 61455
309/837-4821

Educational Service Center 12
The Honorable Solie G. Myers
Regional Superintendent
P.O. Box 699
Pekin, IL 61554
309/346-4114

Educational Service Center 13
The Honorable George Merrimac
Regional Superintendent
200 South Fredrick, Box 919
Rantoul, IL 61866
217/893-3219

Educational Service Center 14
The Honorable Harold Vose
Regional Superintendent
Room 208, County Building
Springfield, IL 62701
217/753-6620

Educational Service Center 15
The Honorable Rose Mary Shepherd
Regional Superintendent
Box 340
Charleston, IL 61920
217/348-0151

Educational Service Center 16
The Honorable Martha O'Malley
Regional Superintendent
10 Public Square
Belleville, IL 62220
618/277-6600

Educational Service Center 17
The Honorable Samuel White
Regional Superintendent
Richland County Courthouse
Olney, IL 62450
618/392-4631

Educational Service Center 18
The Honorable William Hull
Regional Superintendent
112 North Gum
Harrisburg, IL 62946
618/253-5581



EDUCATIONAL SERVICE CENTERS

Iowa Area Education Agencies

Keystone

Area Education Agency 1
RR 2, Box 19
Elkader, IA 52043
(319) 245-1480

Northern Trails

Area Education Agency 2
PO Box M
Clear Lake, IA 50428
(515) 357-6125

Lakeland

Area Education Agency 3
Cylinder, IA 50528
(712) 424-3211

Area Education Agency 4

102 South Main Avenue
Sioux Center, IA 51250
(712) 722-4378

Arrowhead

Area Education Agency 5
1235 5th Avenue
PO Box 1399
Fort Dodge, IA 50501
(515) 576-7434

Area Education Agency 6
210 South 12th Avenue
Marshalltown, IA 50158
(515) 752-1578

Area Education Agency 7
3712 Cedar Heights Drive
Cedar Falls, IA 50613
(319) 277-3330

Mississippi Bend

Area Education Agency 9
2604 West Locust Street
Davenport, IA 52804
(319) 391-0400

Grant Wood

Area Education Agency 10
4401 6th Street, S.W.
Cedar Rapids, IA 52404
(319) 399-6710

Heartland

Area Education Agency 11
1932 S.W. Third
Ankeny, IA 50021
(515) 964-2550

Western Hills

Area Education Agency 12
1520 Morningside Avenue
Sioux City, IA 51106
(712) 274-6000

Loess Hills

Area Education Agency 13
PO Box 1109
Council Bluffs, IA 51502
(712) 366-0503

Green Valley

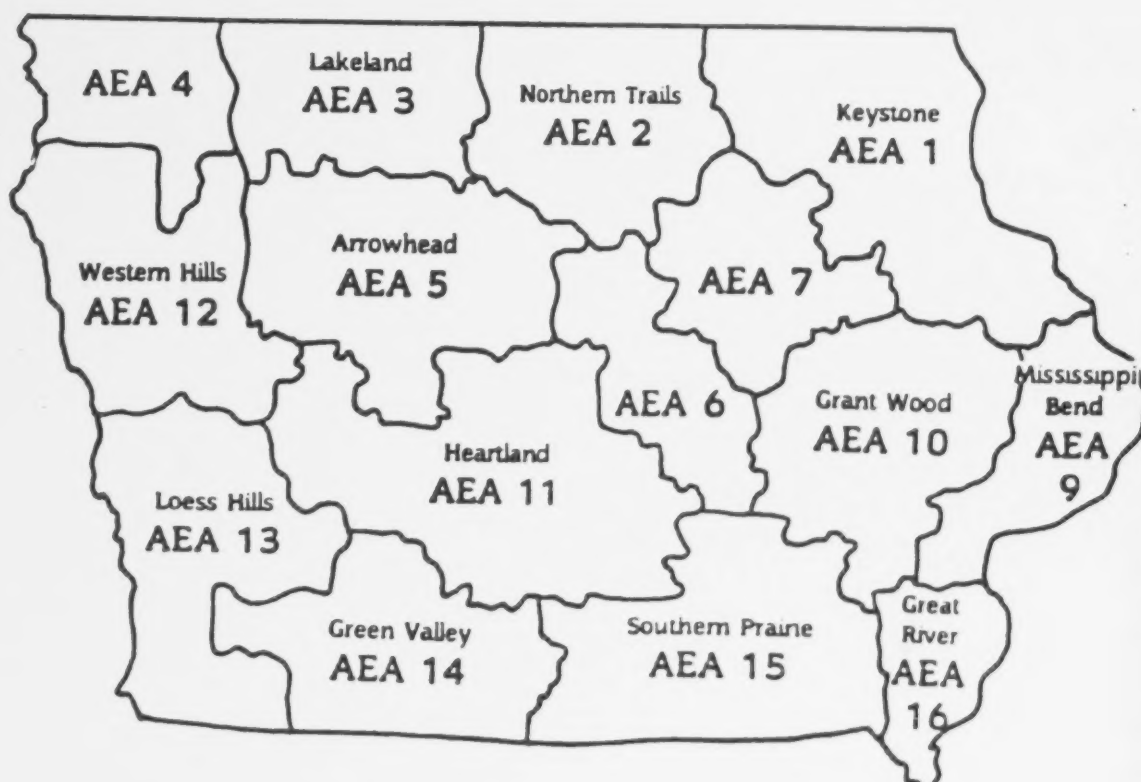
Area Education Agency
Green Valley Road
Creston, IA 50801
(515) 782-2475

Southern Prairie

Area Education Agency
RR 5, Box 55
Ottumwa, IA 52501
(515) 682-8591

Great River

Area Education Agency
1200 University
Burlington, IA 52601
(319) 753-6561



December 1, 1985

ITEM #2

MEDIA REPORT
From DPI Instruction and Curriculum Division

The Area Education Agency Media Centers continue to provide a popular and much needed service. The analysis of need surveys they all make show clearly that schools want the services offered. For example:

AEA 1:

100% support provision of films, books and small media.
78% support provision of videotapes.
The majority of schools use one or more production services.
The majority of schools use the curriculum laboratory.
Overall, all schools surveyed gave the media center a 4 or 5 rating out of a high of 5.

AEA 4:

79% educators surveyed wished AEA 4 to build or maintain the INFORMS service (a computer assisted reference service done in conjunction with the DPI).
85% wished printing services to be increased or maintained.
72% wanted the same level or increased service for duplication of audio tapes and 73% felt that way about videotapes. The latter increased to 78% when related to IPT programming.
86% supported laminating services.
93% supported circulation of films.
87% supported circulation of books.
81% supported circulation of multimedia kits.
85% supported circulation of professional materials.
82% supported circulation of curriculum materials.
69% supported the QNIR service (a statewide professional AV library)

Area Education Agency Media Centers try to stay alert to changing needs and provide leadership in learning how to meet them. For example:

AEA 6:

One of the most enjoyable projects was "working with a fifth grade class in scripting/shooting/and producing a videotape as a class activity. The resulting program was shared with parents, other school personnel and various members of the media staff.

AEA 7:

Three high schools were involved as pilot schools in a project of "On-Line Searching" by students. The program will include six more high schools in 1985-86.

AEA 10:

Planetariums are scheduled to teachers who have been inserviced by the science consultant from the Educational Services Division.

The AEA participated with a "five" AEA committee to develop a new computer scheduling and management system. This system will be developed with the goal of improved service to clients and more efficient in-house routines. (The system was implemented in the fall of 1985.)

Most new films are purchased in Estar base stock. This film reduces film breakage and time spent on film inspection.

AEA 11:

The 4-H/Ding Darling project involved cooperation with the Educational Services Division, ISU Extension and the Ding Darling Foundation to produce "a comprehensive package of three sound filmstrips, a teacher's guide, teaching activities, posters by Ding Darling, and three computer disks" regarding conservation addressed to students in grades 5-8.

Experiments in interactive video have been made from grade 3 through 11.

Joint leasing of small media continues to be a major project with 1.5 million dollars in small media being placed in local schools.

AEA 12:

"Fifty-two educators and future teachers attended the Media Center's first all-day inservice for librarians this year.

"Participants in the workshops" sessions rate the day a tremendous success and recommended the inservice be held annually.

"The workshop included such topics as collection development, budgeting, AV production, computer applications, storytelling, book talking. . ."

AEA 13:

A project undertaken during the 1984-85 year was the switch from the non-print lending library from a main frame computer scheduling service to an in-house microcomputer system for an estimated savings of \$12,000 - \$13,000 annually.

AEA 14:

"The major accomplishment was the securing of a grant, writing, producing, and distributing a comprehensive Iowa history curriculum package. . . of 10 filmstrips, 10 supplemental booklets, a text and a teacher's guide."

AEA 15:

A union list of serials (periodicals) was developed for the schools in the AEA, the public libraries, Indian Hills Community College and William Penn College.

The Analyses of Needs and the Annual Reports for the last two years from which these examples were extracted are available for examination. They report similar support from the schools and leadership inservice for all of the AEAMCs.

December 1, 1985

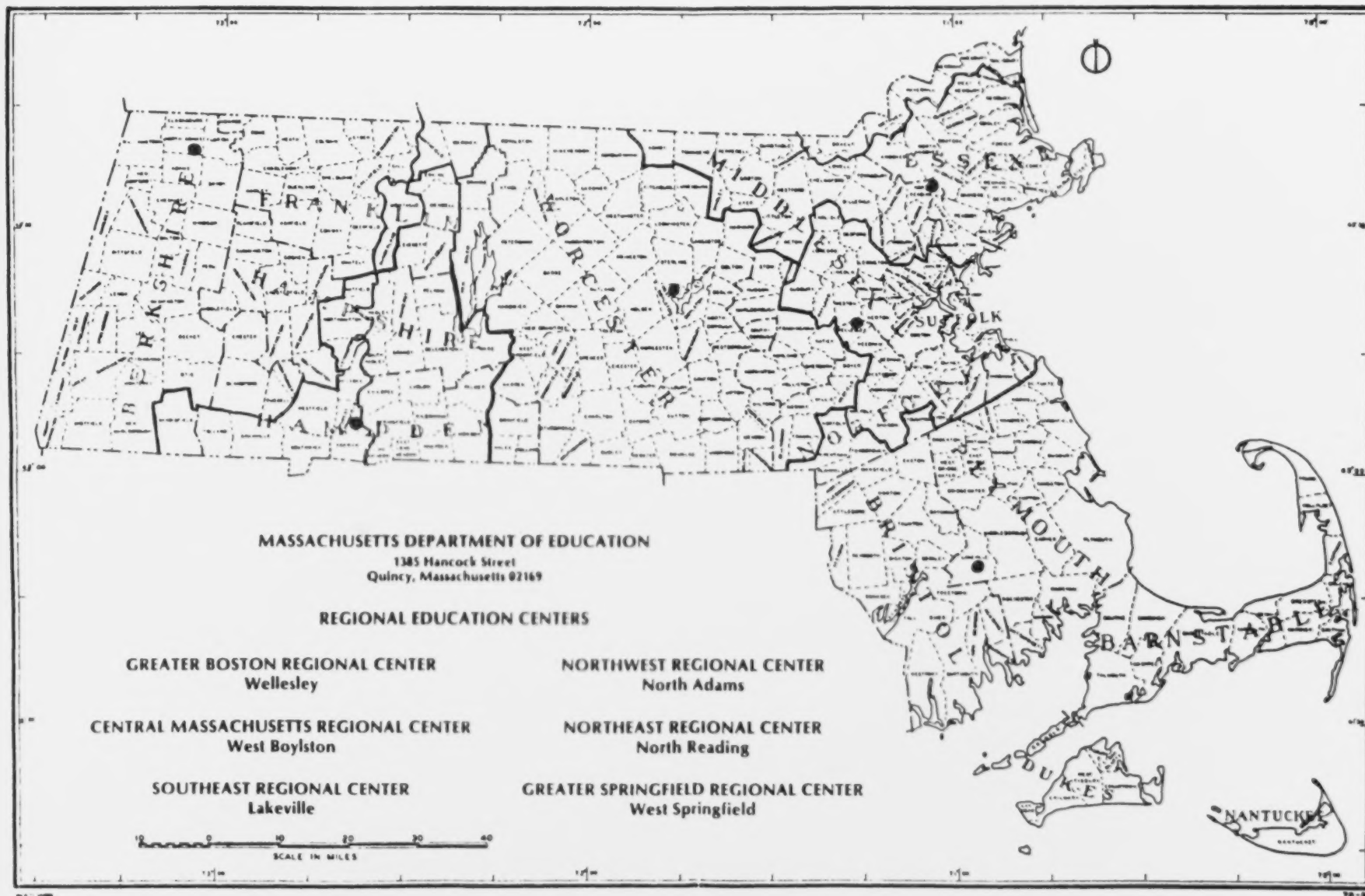
ITEM #1

Iowa Department of Public Instruction
Area Education Agencies 1-16 -- Annual Report -- 1984-85
Miscellaneous Data

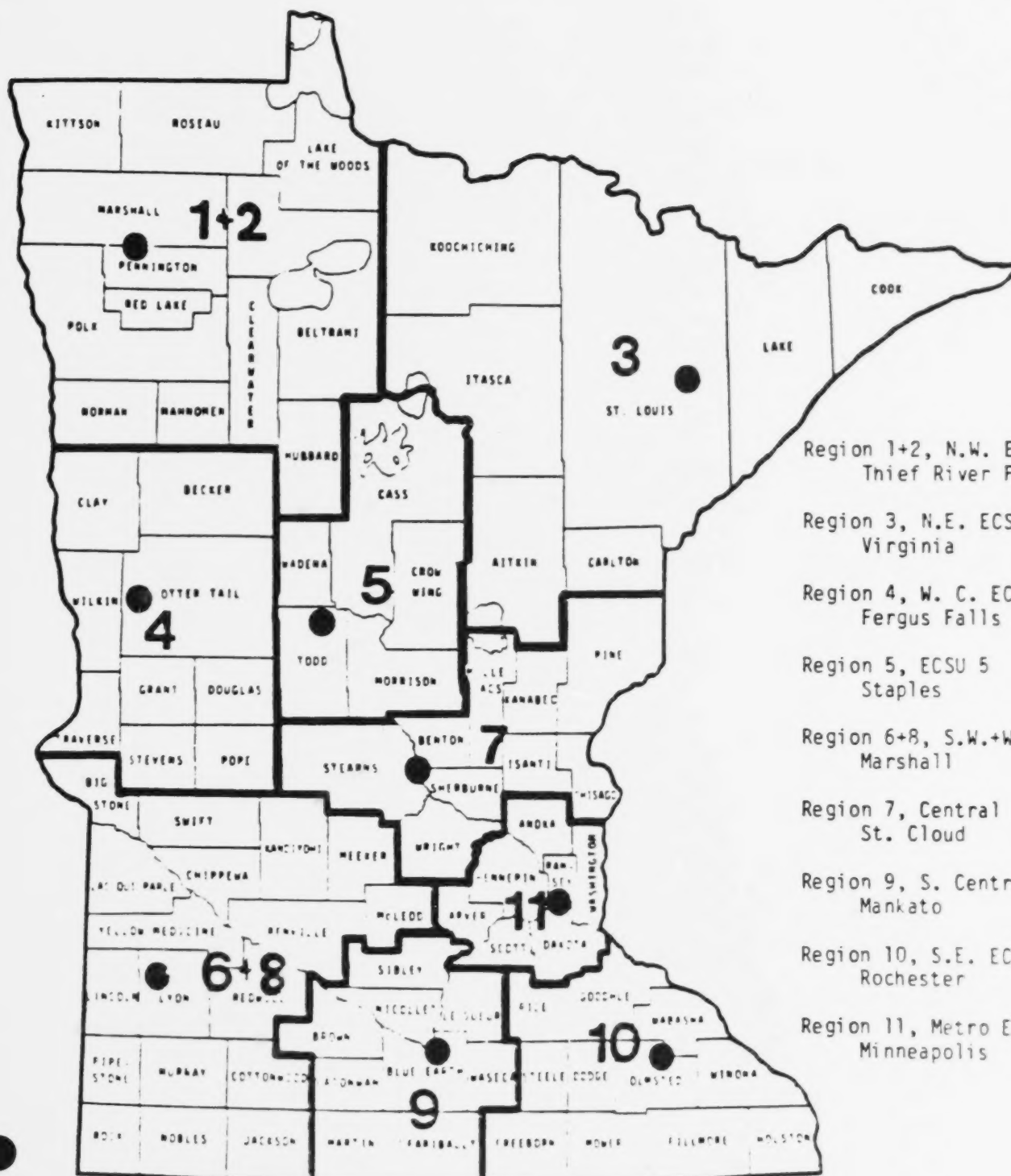
1	2	3	4	5	6	7	8
AEA #	Assessed Valuation (FY 86)	Population 1980 Census	Square Miles	Number Members AEA Board	Number Local Districts	Public Enrollment 9/85	Nonpublic Enrollment 9/85
1	\$ 4,828,987,748	224,109	5,062	9	26	33,991	9,162
2	4,235,537,595	134,189	3,653	9	28	22,006	1,392
3	3,088,772,002	82,715	2,984	7	25	13,306	1,563
4	2,189,301,769	72,287	2,517	7	19	10,522	3,426
5	5,413,186,247	161,152	5,065	9	45	25,243	2,143
6	2,824,286,056	101,662	2,472	7	21	17,435	434
7	4,877,325,373	218,034	2,742	9	26	34,684	4,372
9	6,506,355,883	289,128	2,510	9	24	53,295	4,108
10	8,077,880,182	346,314	4,294	9	39	56,597	4,815
11	13,061,942,259	590,057	6,596	9	61	99,415	9,351
12	4,253,075,581	177,428	3,894	9	28	29,785	4,235
13	4,248,455,818	178,399	4,450	9	33	32,427	1,358
14	2,081,621,930	73,515	3,927	8	22	12,533	107
15	3,194,460,427	150,390	4,799	9	26	24,890	768
16	2,454,625,682	114,290	1,604	5	13	19,085	1,611
Totals	\$71,335,814,552	2,913,669*	56,570**	--	436	485,214	48,845

* Census Bureau official state total is 2,913,808

**Official state total is 56,290



C. State Map with State Development Regions, ECSU Boundaries and ECSU Office Locations



Region 1+2, N.W. ECSU
Thief River Falls

Region 3, N.E. ECSU
Virginia

Region 4, W. C. ECSU
Fergus Falls

Region 5, ECSU 5
Staples

Region 6+8, S.W.+W.C. ECSU
Marshall

Region 7, Central ECSU
St. Cloud

Region 9, S. Central ECSU
Mankato

Region 10, S.E. ECSU
Rochester

Region 11, Metro ECSU
Minneapolis

The following table describes selected 1984-85 statistics for each ECSU.

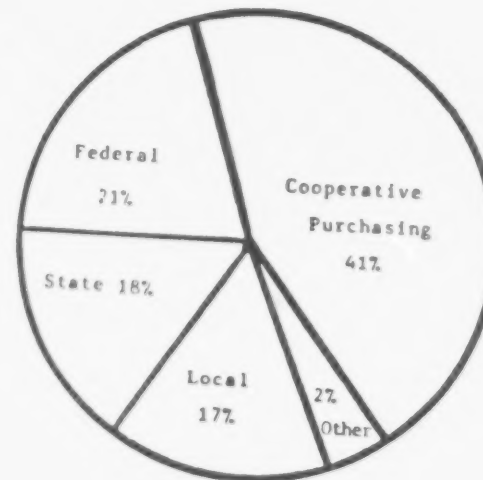
ECSU AND REGION NO.	SQ. MI	POPULATION (1980 Census)	CO.	PUBLIC SCHOOL DIST.	MEMBER K-12 SCHOOL DISTRICTS		NO. OF ASSOC. MEMBERS
					Number	Enrollment	
Northwest, Reg. 1+2	14,853	160,365	12	52	*53	33,000	2
Northeast, Reg. 3	17,950	343,281	7	37	34	58,389	4
West Central, Reg. 4	8,044	204,513	9	41	41	33,648	4
ECSU 5, Reg. 5	5,598	131,266	5	26	25	25,872	0
Southwest and West Central, Reg. 6+8	12,011	304,276	18	89	*93	48,982	7
Central, Reg. 7	6,215	321,997	9	42	*43	65,925	0
South Central, Reg. 9	5,064	221,980	9	45	*49	43,983	32
Southeast, Reg. 10	6,735	405,765	11	54	45	54,730	4
Metro, Reg. 11	2,840	1,985,705	7	48	*48	319,828	16

* Includes member school districts which are outside the ECSU region

1985-86 ESTIMATED ECSU BUDGETS

ECSU and Region No.	State	Local	Cooperative Purchasing	Federal	Other	Total
NW, Reg. 1+2	\$ 275,495	\$ 411,308	\$1,500,000	\$ 323,350	\$	\$ 2,510,153
NE, Reg. 3	305,000	70,000	1,100,000	20,100		1,495,100
WC, Reg. 4	124,060	380,901	700,000	257,245	6,000	1,462,206
ECSU 5, Reg. 5	131,832	66,912		328,532	133,200	560,476
SW+WC, Reg. 6+8	1,600,000	1,200,000	2,300,000	1,900,000		7,000,000
C, Reg. 7	62,000	34,000		80,100	130,900	307,000
SC, Reg. 9	114,000	64,000	590,000	204,500		972,500
SE, Reg. 10	111,390	256,000	615,000	285,500	32,000	1,300,000
Metro, Reg. 11	265,914	385,904		151,405	56,245	859,468
TOTALS	\$3,000,691	\$2,869,025	\$6,805,000	\$3,550,732	\$458,345	\$16,466,903

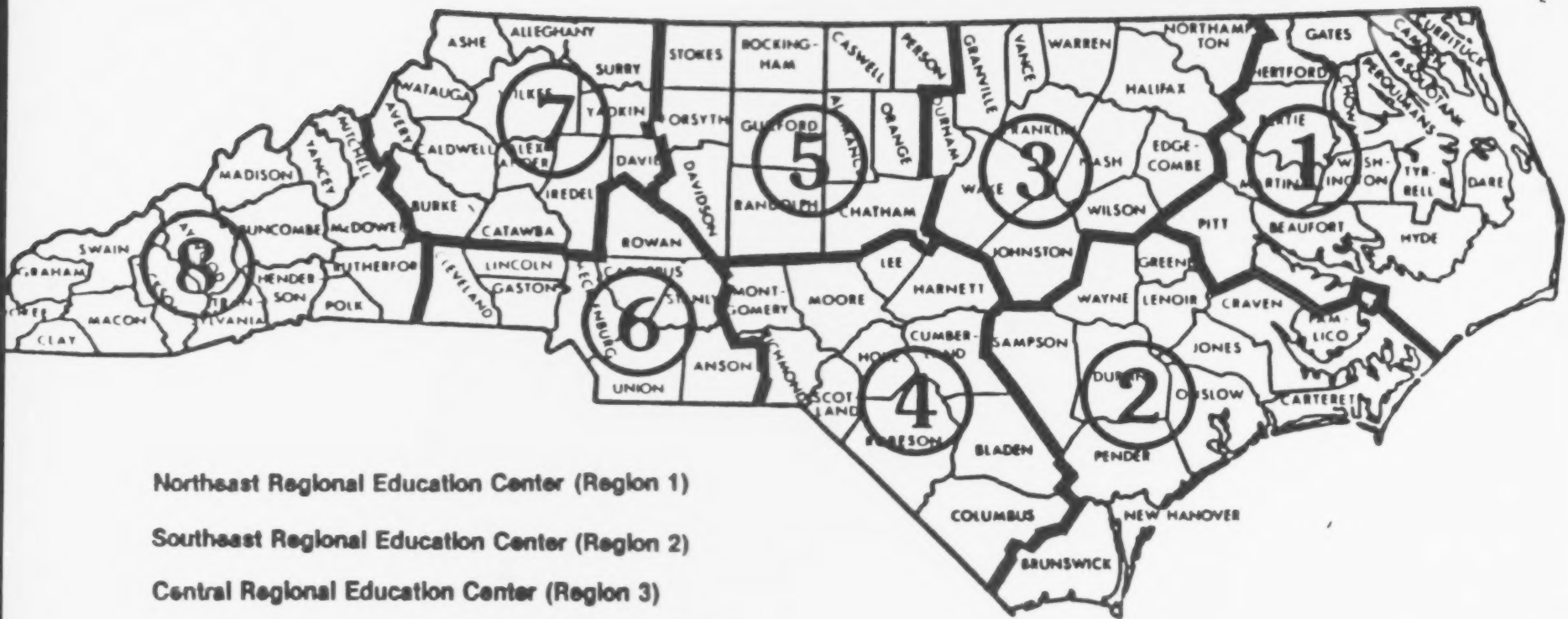
Pie Chart of Total
ECSU Budgets with
Component Funding
Sources



Programs and Services	NW 1+2	NE 3	WC 4	ECSU's and Region Number				SE 10	M 11
				NC 5	SW+WC 6+8	C 7	SC 9		
A-V Equipment Repair	X	X	X		X		X	X	X*
A-V Equipment Loan		X			X		X		
Basic Skills		X	X	X	X		X	X	X
Bell Telephone Programs	X	X		X	X	X	X	X	X
Career Education	X	X		X	X	X	X		
Comprehensive Planning & PER Tech. Assistance	X	X	X	X	X	X	X	X	X
Cooperative Purchasing	X	X	X		X		X	X	
CPR Equipment Loan	X	X	X	X	X	X	X	X	X
Curriculum Development	X	X	X	X	X	X	X	X	X
Driver's Education Simulator	X		X	X	X		X	X	
Energy Education	X		X	X	X	X	X		X
Film Loan	X	X	X	X	X		X	X	
Liaison Services with State Dept. of Educ.	X	X	X	X	X	X	X	X	X
Liaison Services with State Legislature	X	X	X	X	X	X	X	X	X
Management Information (MECC, MIS, UFARS)	X		X		X	X	X		X
School Effectiveness	X	X	X	X	X	X	X	X	X
Special Education	X	X	X	X	X	X	X	X	X
Staff Development	X	X	X	X	X	X	X	X	X
Starlab Planetarium	X	X	X	X	X		X	X	
Technology & Educational Improvement	X	X	X	X	X	X	X	X	X
Telemedia			X	X	X	X			
Knowledge Bowl	X	X	X	X	X		X	X	X
Spelling Bee	X		X	X	X		X	X	X
Inventors Workshop	X		X	X	X	X	X	X	X

*Developed by ECSU with JSID #916 and delivered by JSID #916

REGIONAL EDUCATION CENTERS



Northeast Regional Education Center (Region 1)

Southeast Regional Education Center (Region 2)

Central Regional Education Center (Region 3)

South Central Regional Education Center (Region 4)

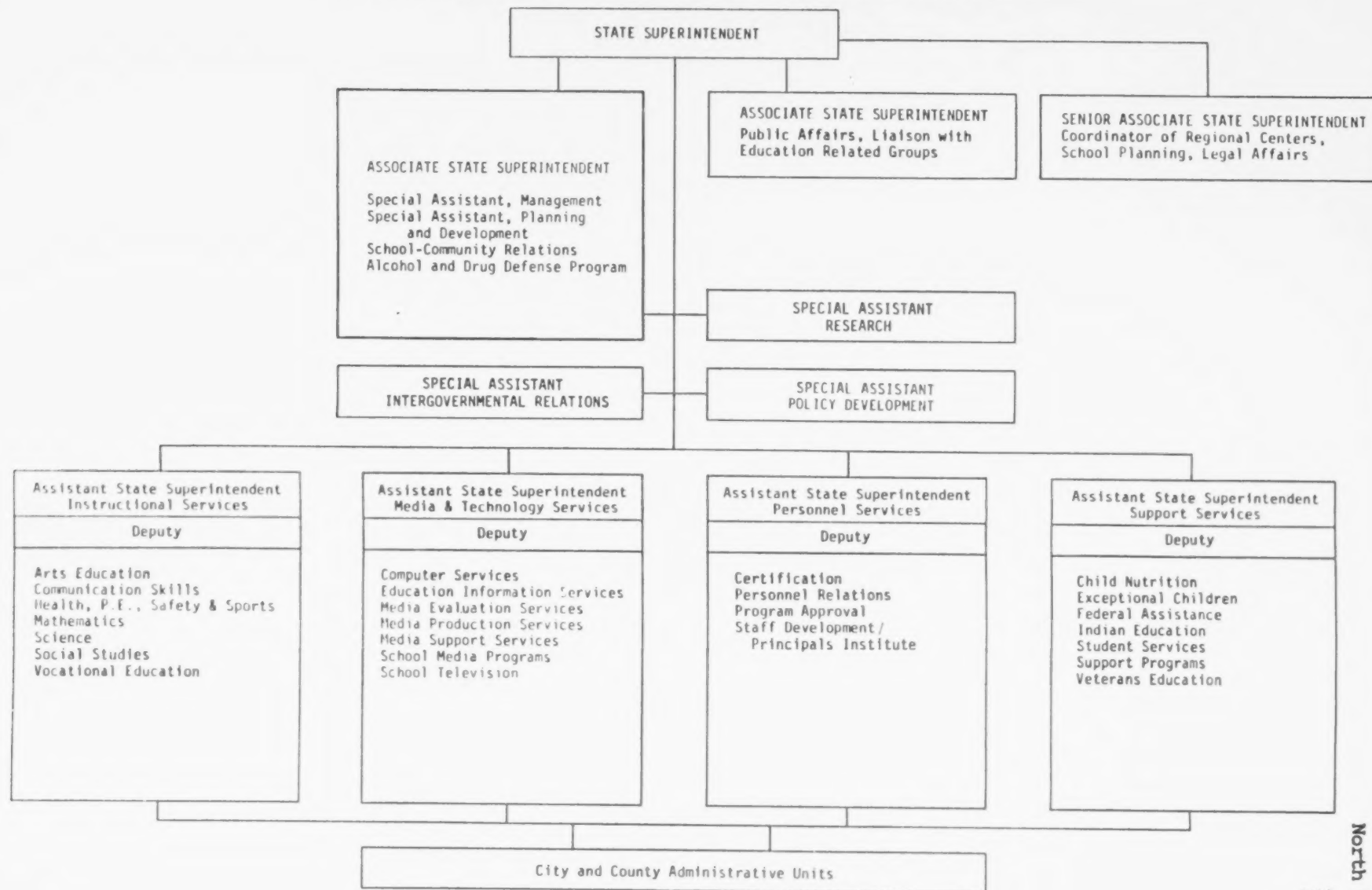
North Central Regional Education Center (Region 5)

Southwest Regional Education Center (Region 6)

Northwest Regional Education Center (Region 7)

Western Regional Education Center (Region 8)

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION



9/85

North Carolina

REGIONAL EDUCATION CENTERS

North Carolina

Region 1

F. L. Britt, Director
Northeast Regional Education Center
Post Office Box 1028
Williamston, NC 27892
Phone: (919) 792-5166

Region 8

Marvin Smith, Director
Western Regional Education Center
102 Old Clyde Road
Canton, NC 28716
Phone: (704) 648-6960

Region 2

Carlton Fleetwood, Director
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540
Phone: (919) 455-8100

Region 3

Sam Shugart, Director
Central Regional Education Center
Post Office Box 549
Knightdale, NC 27545
Phone: (919) 266-9282

Region 4

Gladys Britt, Director
South Central Regional Education Center
Post Office Box 786
Carthage, NC 28327
Phone: (919) 947-5871

Region 5

Fred Cundiff, Director
North Central Regional Education Center
Post Office Box 21889
Greensboro, NC 27420
Phone: (919) 379-5764

Region 6

Bill McMillan, Director
Southwest Regional Education Center
2400 Hildebrand Street
Charlotte, NC 28216
Phone: (704) 392-0378

Region 7

Charles Bentley
Northwest Regional Education Center
303 E Street
North Wilkesboro, NC 28659
Phone: (919) 667-2191

**Oklahoma State Department of Education
REGIONAL EDUCATION SERVICE CENTERS**

Ada Region: RESC XIV, Irving Community Center
704 N Oak, Ada 74820, (405) 332-6314, Steve
Stewart, Administrator

Alton Region: RESC V, Alton Elem, P.O. Box 430,
Alton 74331, (918) 257-4228, Sue Bray, Admin-
istrator

Altus Region: RESC XVII, Robert E. Lee School, 600
W. Pecan, Altus 73521, (405) 482-4197, Leona
Lackey, Administrator

Alva Region: RESC II, 1540 Davis, Alva 73717, (405)
327-0603, R.L. Brandenburg, Administrator

Satellite:

Tri-County RESC, Administration Bldg, 1023
10th St, P.O. Box 668, Woodward 73801, (405)
254-3232

Anadarko Region: RESC XII, Anadarko Municipal
Complex, SW 6 & Kentucky, P.O. Box 1355,
Anadarko 73005, (405) 247-6688, Pat Moran,
Administrator

Ardmore Region: RESC XIX, #12 Broadlawn Village,
Ardmore 73401, (405) 223-2459, Harlyn Smith,
Administrator

Bartlesville Region: RESC IV, Washington School,
316 S.W. Seminole, Bartlesville 74003, (918) 336-
3071, Lloyd Scott, Administrator

Burns Flat Region: RESC VI, John Ross Elem, P.O.
Box 169, Burns Flat 73624, (405) 562-3127, David
Cowan, Administrator

Guymon Region: RESC I, Academy Elem., 8th &
Academy St, P.O. Box 1755, Guymon 73942,
(405) 338-8901, Billie Marable, Administrator

Hugo Region: RESC XX, 505 W. Bissell, P.O. Box 868,
Hugo 74743, (405) 326-5767, Glenda Fry, Ad-
ministrator

Satellites:

RESC, McKinney Hall, Station A, Box 2673,
Durant 74071, (405) 924-8866

RESC, 106 N.E. Avenue A, Idabel 74745, (405)
286-5930

Kingfisher Region: RESC VII, Courthouse Annex,
6th & Sheridan, Kingfisher 73750, (405) 375-
5666, Mae Marie Combs, Administrator

Lawton Region: RESC XVIII, Special Services
Center, 2211 N.W. 25th St, Lawton 73501, (405)
357-7185, Sandra Boyd, Administrator

McAlester Region: RESC XV, L'Overture Bldg, 14th
& Cherokee, P.O. Box 298, McAlester 74502,
(918) 423-6271, Raymond Trammell, Administra-
tor

Moore Region: RESC XIII, 404 N. Chestnut, Moore
73160, (405) 799-4458, Dianne Mathis, Admin-
istrator

Muskogee Region: RESC XI, Education Center, 570
N 6th, Muskogee 74401, (918) 683-3040, Beverly
Porter, Administrator

Oklahoma County Region: RESC VIII, Monroe Elem,
4810 N. Linn, Oklahoma City 73112, (405) 947-
6165, Lisa Elston, Administrator

Sallisaw Region: RESC XVI, Sallisaw High School,
200 W. Shawnee, P.O. Box 627, Sallisaw 74955,
(918) 775-3722, Dale Kirk, Administrator

Stillwater Region: RESC III, Rosewood Hills, Suite
#6, 211 N. Perkins Rd, P.O. Box 10, Stillwater
74075, (405) 624-1315, Wayne Brooks, Admin-
istrator

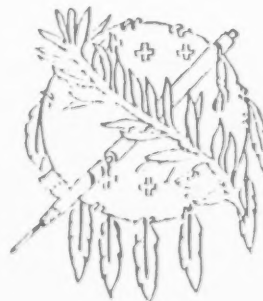
Satellite:

RESC, 831 E. Oklahoma, Enid 73701, (405) 234-
5951

RESC Extension Office, 613 E. Grand, P.O. Box
271, Ponca City 74602, (405) 765-4520

Stroud Region: RESC IX, Stroud Middle School,
Gillespie Dr, P.O. Box 667, Stroud 74079, (918)
968-2518, James Casey, Administrator

Tulsa Region: RESC X, STIC Bldg, Tulsa Area Vo-
Tech, 3420 S. Memorial, Tulsa 74145, (918) 663-
2112, Jo Bennett, Administrator

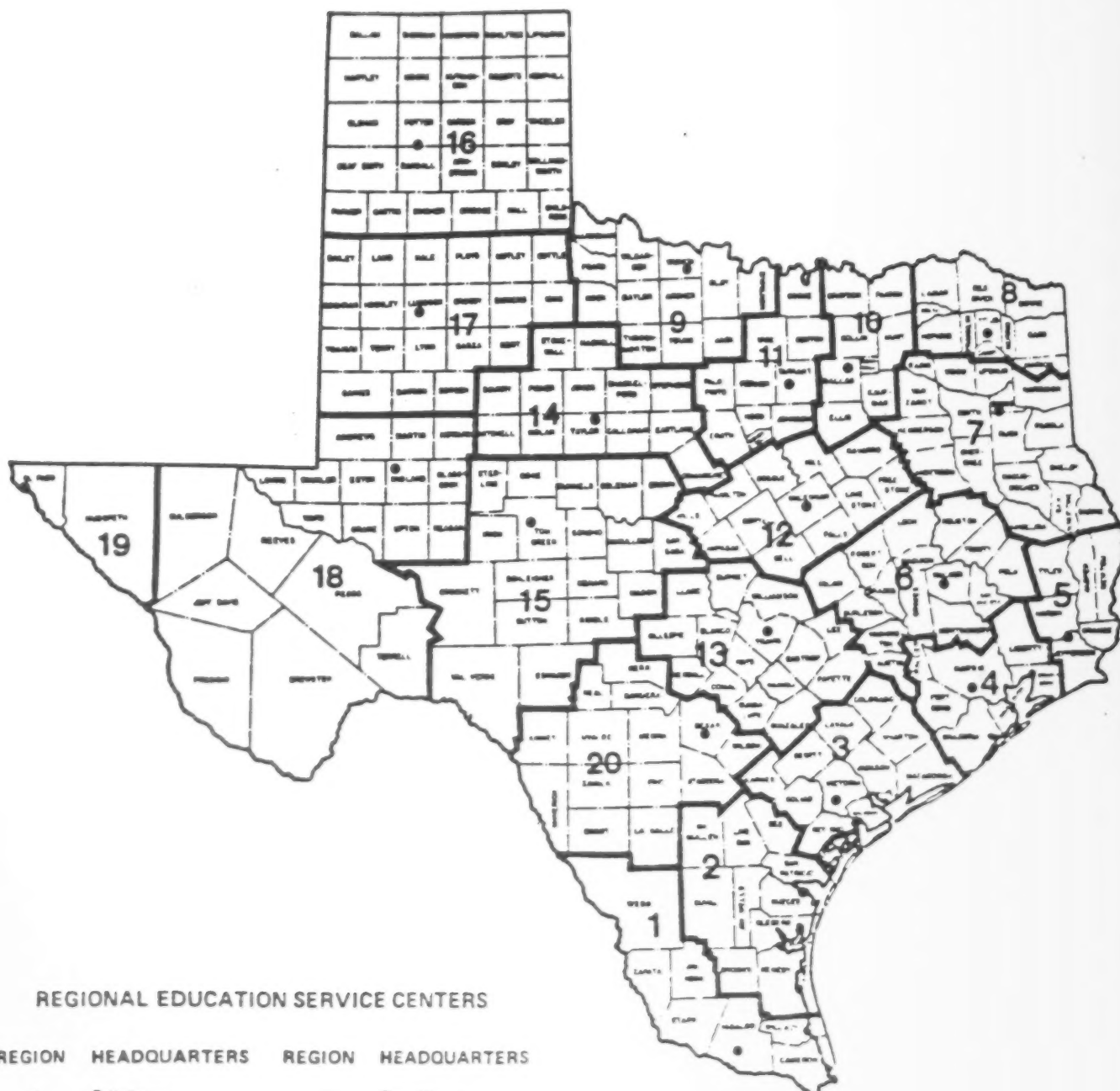


Oklahoma Regional Education Service Centers



Oklahoma
State Department of Education
John M. Folks, State Superintendent

Oklahoma



REGIONAL EDUCATION SERVICE CENTERS

REGION	HEADQUARTERS	REGION	HEADQUARTERS
1	Edinburg	11	Fort Worth
2	Corpus Christi	12	Waco
3	Victoria	13	Austin
4	Houston	14	Abilene
5	Beaumont	15	San Angelo
6	Huntsville	16	Amarillo
7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio



ADAMS COUNTY--othello in ESD 123
 GRANT COUNTY--royal and wahlake in ESD 105
 MASON COUNTY--north mason in ESD 114
 KITSAP COUNTY--bainbridge island in ESD 121
 PACIFIC COUNTY--ocean beach and naselle in ESD 112
 KLICKITAT COUNTY--bickleton and goldendale-ESD 105

Washington

GEOGRAPHIC SIZE OF ESD's

ESD	SQUARE MILES
101	12,709
105	7,800
112	4,882
113	7,000
114	3,981
121	4,025
123	7,000
171	12,127
189	6,398
	- - - - -
	65,922

DISTRIBUTION OF STUDENT POPULATION BY ESD

ESD	NUMBER OF STUDENTS *	PERCENTAGE OF STUDENTS
101	77,478.77	10.54
105	41,220.88	5.61
112	61,897.12	8.42
113	55,940.55	7.61
114	40,558.45	5.52
121	284,905.67	38.76
123	42,584.00	5.79
171	29,148.88	3.97
189	101,316.34	13.78
	-----	-----
	735,050.66	100%

*1984-85, September through May headcount average (not FTE count)

STATEWIDE ESD'S COST SAVINGS MATRIX SUMMARYAnnual Savings to Districts

CORE SERVICES	
Administration	Variable
Financial Services/State Reports	Variable
Curriculum	Variable
Certification	Variable
CATEGORICAL SERVICES	
Special Education Director	Variable
Coordination of Inservice Training & Program Review	Variable
Traffic Safety Education	Variable
Pupil Transportation	Variable
Washington State Migrant Education Center	Variable
COOPERATIVE SERVICES	
FISCAL	
Unemployment Cooperatives	\$ 8,719,965
Data Processing Cooperative	5,555,618
Purchasing Cooperative	480,000
Business Services Cooperatives	39,800
PROGRAM	
Audio-Visual Cooperative	3,366,033
Special Education Cooperatives	2,019,146
Youth Employment Training Cooperatives	1,291,158
Staff Development Cooperatives	401,800
Chapter 1 Cooperative	263,000
Gifted Education Cooperatives	190,000
Instructional Computing Cooperative	149,089
Headstart Cooperative	125,532
Public Schools Personnel Cooperative	90,000
Small Schools Vocational Cooperative	85,950
Marine Science Center Cooperative	72,851
Mastery Writing Cooperative	70,000
Testing Cooperatives	69,804
Coordinated Insurance Servicess Cooperative	64,000
Public Information Cooperatives	55,600
Bilingual/ESL Cooperative	50,000
Equipment Repair Cooperative	50,000
Migrant Health Cooperative	48,000
Copier maintenance Cooperative	32,300
Audio Visual Repair Cooperative	27,414
Traffic Safety Education Cooperatives	26,325
Micro-film Processing Cooperative	25,000
Student Learning Objectives Cooperatives	20,625
Print Center Cooperative	20,000
Migrant Summer School Cooperative	18,212
Cooperative Testing & Computer Management System	9,865
San Mateo Educational Resource Center Cooperative	4,480
* Total	
	\$23,431,567

* New Services are not included because they would not reflect the actual dollars saved until the programs have been in operation one year.

REGIONAL EDUCATION SERVICE AGENCIES (RESA)

Ray Mitchell, Executive Director
Region I RESA
P. O. Box 426
MacArthur, WV 25873
Demetrius Tassos, Chairman of the Board
Superintendent of Summers County
Phone: 255-1471

Tom Orr, Executive Director
Region II RESA
1899 James River Road
Buntington, WV 25701
Joe Nolan, Chairman of the Board
Superintendent of Wayne County
Phone: 429-1328

Gary D. Sumpter, Executive Director
Region III RESA
200 Elizabeth Street
Charleston, WV 25311
James Dawson, Chairman of the Board
Superintendent of Clay County
Phone: 348-7716

David J. Harmon, Executive Director
Region IV RESA
Nicholas County Board Annex
300 Main Street
Summersville, WV 26651
Gordon Hanson, Chairman of the Board
Superintendent of Greenbrier County
Phone: 872-6440

Berry W. Laing, Executive Director
Region V RESA
1210 13th Street
Parkersburg, WV 26101
Joe Evans, Chairman of the Board
Asst. Superintendent of Roane County
Phone: 485-6513

William J. Luff, Jr., Executive Director
Region VI RESA
30 G.C. & P. Road
Wheeling, WV 26003
George Johnson, Chairman of the Board
Superintendent of Wetzel County
Phone: 233-6010

Donald B. Caudill, Executive Director
Region VII RESA
1000 Virginia Avenue
Fairmont, WV 26554
Roy A. Moss, Chairman of the Board
Superintendent of Tucker County
Phone: 367-1431

Charles D. Duffy, Executive Director
Region VIII RESA
615 West King Street
Martinsburg, WV 25401
John F. Bowers, Chairman of the Board
Superintendent of Pendleton County
Phone: 263-8948



Revised 8-1-85

CESA BOUNDARIES



PROGRAMS AND SERVICES OFFERED BY CESAs

	1	2	3	4	5	6	7	8	9	10	11	12
Special Education												
Director		X	X	X	X	X	X	X	X	X	X	X
EMR		X	X	X	X	X	X	X	X	X	X	X
Federal Project 94-142		X		X	X	X		X	X	X		X
Handicapped Center		X	X	X	X	X	X	X	X	X	X	
Hearing		X	X	X	X	X	X	X	X	X	X	X
Home Training		X			X	X	X	X				
Occupational Therapy	X	X	X	X	X	X	X	X	X	X	X	X
Pre-School		X	X		X	X	X	X	X	X	X	X
Physical Therapy	X	X	X	X	X	X	X	X	X	X	X	X
Program Support		X	X		X	X		X		X		
Psychologist		X	X	X	X	X	X	X	X	X	X	X
Reg. Serv. Network (RSN)	X	X	X	X	X	X	X	X	X	X	X	X
SEIMC		X	X	X	X	X	X	X	X	X	X	X
SLD/ED		X	X	X	X	X	X	X	X	X	X	X
Speech Therapist		X	X	X	X	X	X	X	X	X	X	X
Special Physical Education	X	X	X	X		X		X			X	
Supervisor			X		X	X	X			X	X	X
TMR		X	X	X	X	X	X	X	X	X	X	X
Visual			X	X	X	X	X			X	X	X
Vocational		X	X	X	X	X				X		X

Vocational

Agriculture				X						X		
Auto Mechanics				X						X		
Building Trades					X					X		
Electronics				X								
EMR	X										X	
Food Service				X	X					X		
Health				X	X							
Home Economics			X		X					X	X	X
Inter Urban Health Careers	X											
Key Punch				X						X		
LVEC			X	X	X		X		X	X		
Metal Fabrication				X	X					X	X	
Office Practice				X	X							
Power Mechanics										X	X	
School Forest/Conservation							X					

Instructional

Academic Decathlon	X	X	X	X	X	X	X	X	X	X	X	X
Administrators Inservice	X	X					X	X	X		X	X
Aero-Space				X								
Artist in Residence												X
Boards of Education Inservice	X	X	X	X	X	X	X	X	X	X	X	X
Business Manager Consultant							X					
Chapter I	X	X	X	X	X	X	X	X	X	X	X	
Consultant--Elementary						X	X		X	X		
Consultant--Secondary						X			X	X		
Cooperative Purchasing	X	X	X	X	X	X	X	X	X	X	X	X
CPR				X							X	
Criterion Reference Testing	X				X	X				X		
Curriculum Development	X	X	X	X	X	X	X	X	X	X	X	X
Data Processing Consultant	X			X	X	X	X			X		
Delivery Service		X	X	X	X	X		X	X	X	X	X
Dissemination Regional				X				X	X	X	X	X
Driver Education		X	X	X	X	X	X		X		X	
Drug/Alcohol Abuse	X	X	X	X	X	X	X	X	X	X	X	X
Education Program Support											X	

1	2	3	4	5	6	7	8	9	10	11	12
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Instructional (cont.)

Educ. TV Regional (RSU)	X	X		X			X				X	X
Educational Conference												X
Energy Conservation				X								
Facility Retainer			X								X	
Fiscal Agent				X		X	X		X	X		X
Foreign Language				X								X
Gifted and Talented						X		X	X			
Grant Development	X			X	X	X					X	
Guidance			X		X					X		X
Human Growth and Develop.	X	X	X	X	X	X	X	X	X	X	X	X
Indian Education Regional												X
Inservice Workshops	X	X	X	X	X	X	X	X	X	X	X	X
JTPA	X	X	X	X	X	X	X	X	X	X	X	X
Legal Retainer			X				X		X			
Liaison with Voc./Universities	X	X	X	X	X	X	X	X	X	X	X	X
Migrant Education Regional		X				X		X				
Nutrition Regional				X				X			X	X
Reading		X				X				X		
Reading IS Fundamental (RIF)			X					X				
Robotics				X								
Self Insurance--Dental/Health												X
School Age Parent						X					X	
Social Worker						X		X				
Spelling Bee	X	X	X	X	X	X	X	X	X	X	X	X
Staff Development	X	X	X	X	X	X	X	X	X	X	X	X
Staff Development Center	X	X			X		X	X	X	X		X
Suicide Prevention	X	X	X	X	X	X	X	X	X	X	X	X
Summer School												X
Teachers--Shared Staff		X		X		X			X	X	X	
Telecommunications				X		X	X					X
Traffic Safety	X	X	X	X	X	X	X	X	X	X	X	X
Transportation of Students	X	X				X	X		X		X	
WCIS	X	X	X	X	X	X	X	X	X	X	X	X

Media

Art Reproductions				X			X					
AV Productions	X		X			X	X	X				
AV Repair			X				X					
AV Supervisor			X	X			X					
AV Technician	X	X	X	X	X	X	X			X		
Book Processing				X						X		X
Business Machine Repair			X	X			X					X
Cassette Duplication	X		X	X		X	X	X		X	X	X
Computer Consultant			X		X		X	X	X	X	X	X
Computer Education			X			X	X	X	X	X	X	X
Computer Repair	X		X	X	X		X	X		X		X
Computer Software	X		X	X	X	X	X	X	X	X		X
Data Processing--Reg. Serv.	X			X	X					X		
Educators Research Service			X							X		
Film Cleaning	X	X	X	X	X	X						X
Film--16mm	X	X	X	X	X	X	X	X		X	X	X
Filmstrips		X	X	X	X	X	X	X		X	X	X
Media Production			X			X	X			X		
Micro Filming	X	X	X	X	X	X				X	X	X
Professional Library			X	X	X		X	X		X	X	X
Video Dubbing	X			X	X	X	X					X
Video Tapes	X		X	X	X	X	X	X		X	X	X

CESA DEMOGRAPHICS

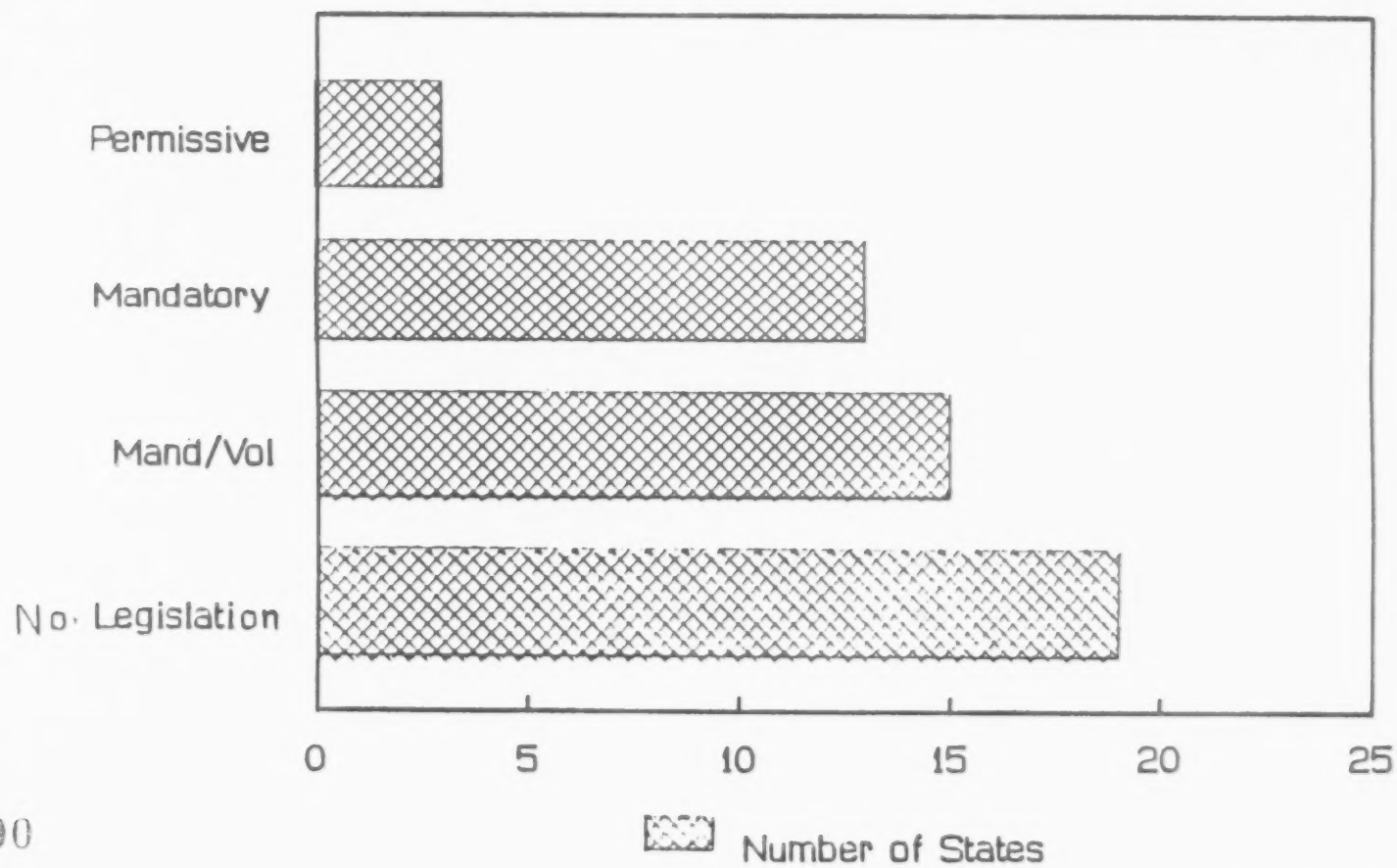
1984-85 School Year

CESA	No. of Districts	Total Students	No. of School Buildings	No. of Teachers*
1	46	235,652	450	14,544.06
2	75	113,733	275	7,386.54
3	32	23,865	110	1,700.50
4	26	33,045	110	2,123.13
5	35	50,005	180	3,110.16
6	43	82,934	235	4,851.08
7	37	73,010	170	4,391.87
8	26	23,758	100	1,508.43
9	22	33,920	100	2,095.15
10	30	37,740	150	2,352.40
11	41	41,198	150	2,535.18
12	19	18,682	85	1,223.45
Total	432	767,542	2,115	*47,826.95

*Total full-time equivalency teachers include high school teachers, junior high school teachers, middle school teachers, elementary teachers, librarians and guidance counselors.

Appendix B

Types of ESA's and Media Technology 1986



TYPES OF ESA'S AND MEDIA TECHNOLOGY
1986

MANDATORY

1. California
2. Illinois
3. Iowa
4. Massachusettes
5. Michigan
6. New Jersey
7. New York
8. Oklahoma
9. Pennsylvania
10. Utah
11. Washington
12. West Virginia
13. Wisconsin

NO LEGISLATION

1. Alabama
2. Alaska
3. Arizona
4. Delaware
5. Florida
6. Hawaii
7. Kentucky
8. Maine
9. Mississippi
10. Missouri
11. Montana
12. Nevada
13. New Mexico
14. North Dakota
15. Rhode Island
16. South Carolina
17. Vermont
18. Virginia
19. Wyoming

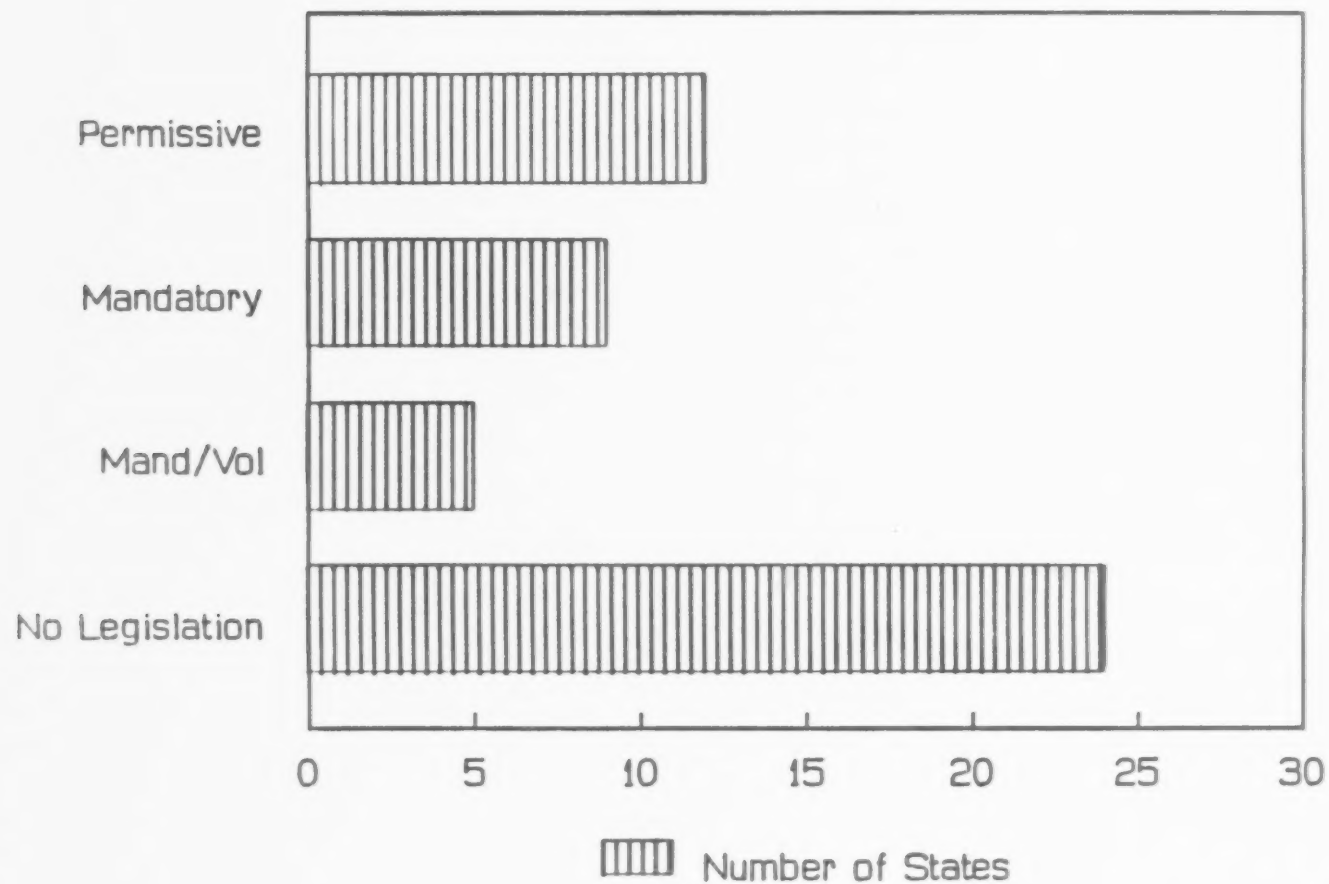
PERMISSIVE

1. Idaho
2. Kansas
3. Tennessee

MANDATORY/VOLUNTARY

1. Arkansas
2. Colorado
3. Connecticut
4. Georgia
5. Indiana
6. Louisiana
7. Maryland
8. Minnesota
9. Nebraska
10. New Hampshire
11. North Carolina
12. Ohio
13. Oregon
14. South Dakota
15. Texas

Types of ESA's and Media Technology 1976



TYPES OF ESA'S AND MEDIA TECHNOLOGY
1976

MANDATORY

1. Michigan
2. Oregon
3. Wisconsin
4. Washington
5. Illinois
6. Pennsylvania
7. Iowa
8. Oklahoma
9. Montana

NO LEGISLATION

1. Missouri
2. Ohio
3. South Carolina
4. Florida
5. New Jersey
6. New Hampshire
7. North Carolina
8. Kentucky
9. Louisiana
10. Alabama
11. Alaska
12. Arizona
13. Arkansas
14. Delaware
15. Hawaii
16. Kansas
17. Maine
18. Mississippi
19. Nevada

PERMISSIVE

1. New York
2. California
3. Colorado
4. Massachusetts
5. Connecticut
6. Idaho
7. Wyoming
8. Utah
9. Tennessee
10. Maryland
11. Virginia
12. Minnesota

MANDATORY/VOLUNTARY

1. Nebraska
2. Texas
3. Georgia
4. West Virginia
5. Indiana

Appendix C

Appendix C: Equivalent ESA terms

Arkansas	Education Service Cooperatives (ESC)
California	Teacher Education and Computer Centers (TEC Centers)
Colorado	Board of Cooperative Services (BOCS)
Connecticut	Regional Educational Service Centers (RESC)
Georgia	Cooperative Educational Service Agency (CESA)
Idaho	Regional Cooperatives Service Agency (RCSA)
Illinois	Educational Service Centers (ESC)
Indiana	Educational Service Centers (ESC)
Iowa	Area Education Agency (AEA)
Louisiana	Professional Development Center (PDC)
Maryland	Regional Educational Service Agency (RESA)
Michigan	Regional Educational Media Centers (REMC)
Minnesota	Educational Cooperative Service Units (ECSU)
Missouri	Cooperating School Districts
New Jersey	Learning Resource Centers (LRC)
New York	Board of Cooperative Educational Services (BOCES)
North Carolina	Regional Education Center (REC)
Oklahoma	Regional Educational Service Centers (RESC)
Oregon	Educational Service Districts (ESD)
Pennsylvania	Intermediate Units
Rhode Island	Regional Center Collaborative (RCC)
South Carolina	Regional Offices (RO)

Tennessee Cooperatives

Texas Regional Educational Service Centers (RESC)

Utah Regional Service Units (RSU)

Washington Educational Service Districts (ESD)

Wisconsin Cooperative Educational Service Agency (CESA)

Wyoming Boards of Cooperative Educational Services
(BOCES)

Appendix D

PURDUE
UNIVERSITY DEPARTMENT OF EDUCATION

Dear

I am working on a research project for my degree. I am studying the pros and cons of organizing regional educational service agencies (ESAs) to serve all school districts of the state. Their purpose would be to provide special programs and services to groups of local districts that find it difficult to meet such needs when acting independently. I am particularly interested in the special programs of media technology which includes media, library purchases, films, video, computer hardware and software, and repair of hardware.

As part of the study I am trying to pinpoint those states where programs already exist and gathering information about the operation of these programs.

I understand that your state has a model in which service is being given to all local districts. I would appreciate any information, brochures, or printed materials which describe these services (statues, organization, region served, nature of services, etc.) and/or the persons or agencies to contact for further information. For your convenience, a self-addressed stamped envelope has been enclosed.

Thank you for your cooperation in this project.

Sincerely,

Judy Marzocchi

Judy Marzocchi

James Russell

Dr. James Russell
Project Director
Purdue University



West Lafayette, Indiana 47907

Dear

I am working on a research project for my degree. I am studying the pros and cons of organizing regional educational service agencies (ESAs) to serve all the school districts of the state. Their purpose would be to provide special programs and services to groups of local districts that would find it difficult to meet such need when acting independently.

As part of this study, I am trying to pinpoint those states where programs already exist. I would appreciate your cooperation in answering the following questions and will be happy to share my composite findings with you when complete.

Do ESAs exist in your state?

Total coverage _____ Partial coverage _____ No _____

If no, is an ESA being planned?

Yes _____ No _____

If Total or Partial coverage, please indicate:

Number of ESAs in your state _____

Are they mandatory? Yes _____ No _____

Number of years operating _____

Year (s) they began _____

Do the ESAs operate autonomously or as part of a network system?

Person and/or Agencies to contact for further information.

For your convenience, a self-addressed stamped envelope has been enclosed.

Your cooperation is appreciated.

Sincerely,

Judy Maryorchi

PURDUE UNIVERSITY

DEPARTMENT OF EDUCATION

Dear

I am working on a research project for my degree. I am studying the pros and cons of organized regional educational service agencies (ESAs) to serve the state. Their purpose would be to provide special programs and services to groups of local districts that would find it difficult to meet such needs when acting independently. I am particularly interested in the special programs of media technology which includes media, library purchases, film, video, computer hardware and software, and repair of hardware.

As part of this study, I am trying to pinpoint those states where programs already exist. It is my understanding that several centers (ESAs) already exist in your state and I would appreciate any information you might supply about where they are located and whom I might contact for further information about their operations.

I would appreciate your cooperation in answering the following questions and will be happy to share my composite findings with you when completed.

Do ESAs exist in your state?

Total coverage Partial coverage None

If no, is ESAs being planned?

Yes No

If total or partial coverage, please indicate:

Number of ESAs in your state
Are they mandatory? Yes No
Year(s) they began



West Lafayette, Indiana 47907

Do the ESAs provide special programs in the media technology areas?

Yes No

Persons and/or Agencies to contact for further information.

For your convenience, a self-addressed stamped envelope has been enclosed.

Your cooperation is appreciated.

Sincerely,

Judy Marzocchi

Judy Marzocchi

James Russell

Dr. James Russell
Purdue University
Project Director

**PURDUE
UNIVERSITY** DEPARTMENT OF EDUCATION

Dear

I am working on a research project for my degree. I am studying the pros and cons of organized regional educational service agencies (ESAs) to serve the state. Their purpose would be to provide special programs and services to groups of local districts that would find it difficult to meet such needs when acting independently. I am particularly interested in the special programs of media technology which includes media, library purchases, film, video, computer hardware and software, and repair of hardware.

As part of this study, I am trying to pinpoint those states where programs already exist. Your name was given to me to contact for more information concerning the operations of the service agencies. I would appreciate any information you might supply about the media services that your program offers and the organizational structure of the regional educational service agencies in your state.

For your convenience, a self-addresses stamped envelope has been enclosed.

Your cooperation is appreciated.

Sincerely,

Judy Marzocchi

Judy Marzocchi

James Russell

Dr. James Russell
Purdue University
Project Director